

EUROPEAN PORTFOLIO FOR STUDENT TEACHERS OF LANGUAGES

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FACULTAD DE BELLAS ARTES Y HUMANIDADES  
LICENCIATURA EN LENGUA INGLESA  
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## **ABSTRACT**

This document is a portfolio from Europe context of education in languages containing 193 descriptors related to particular theories and concepts from teaching and learning a language; with the main idea of the candidate can reflect analytically on those academic issues based on candidate's own experiences and theory as a student and learner of a foreign language in Colombia.

This thesis project was done by solving a personal statement first; where it was necessary to consider some concepts about previous learning experiences as a language student, then the 193 descriptors were developed analytically and reflexive by considering theoretical information from different authors of the education field.

Finally this project is a reflective process and also contains a set of elements related to a thesis project requirement such as cover, rationale, abstract, resume, objectives, table of contents and conclusions.

## RESUMEN

Este documento es un portafolio de la educación en Europa que contiene una reflexión personal de 193 preguntas relacionadas con teorías y conceptos de la enseñanza de idiomas, con la principal idea de que el estudiante encuestado puedan reflexionar acerca de los temas antes mencionados basado en sus propias experiencias como estudiante y profesor de una lengua extranjera que a su vez es parte del proceso de enseñanza y aprendizaje de un idioma extranjero en Pereira Colombia

Este proyecto fue hecho resolviendo primero una reflexión personal en la cual era necesario considerar algunos conceptos relacionados con la experiencia del candidato como un estudiante de idiomas, luego se procedió a desarrollar los 193 descriptores de una forma analítica y reflexiva considerando información teórica de diferentes autores del campo de la educación.

Finalmente este Proyecto es un proceso de reflexión que también contiene un grupo de elementos y requisitos de un proyecto de grado relación como portada, resumen, objetivos, tabla de contenido, un rationale y conclusiones

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## 1. RATIONALE

Since education is one of the most important element in a society and more important education in languages as an element of having a well and educated society, thus language education has involved day by day in Colombia ;since Colombian government pays more attention to this aspect; as a consequence it is implementing a new scheme of language education ; therefore in Pereira which is our context is also important to consider how this process of bilingual education is being developed in this sense is necessary to think about what type of language teachers are being formatted in our city.

Education in Colombia is a changing issue as was mentioned , and it is always searching for improvements in its methodologies. The teaching and learning of a foreign language in Colombia has become an important concept to develop more opportunities to interact with the rest of the world, giving the population the chance to enrich their professional profiles, having more expectations and chances to get better jobs, and to have a better position in the society of these days.

This paper is EPOSTL known as European portfolio of students teachers of a language with the main idea of analyzing the experiences of some students from la Licenciatura en Lengua so with this idea this EPOSTL project surges from the necessity of thinking about the background that students are receiving from teaching programs specially in ELI at UTP: thus in this point Licenciatura en Lengua Inglesa as a program of the Universidad technological de Pereira has decided to reflect on some teaching and learning elements related to learning and teaching English considering the experiences of some students- teachers have faced during their experiences of learning and teaching a foreign language

Considering some potential problems that occurred at the moment of developing this interesting and reflexive activity one of them was some of the descriptors were very similar ,thus it took some considerable time to think about them in order to separate each skill and teaching conceptions from other that looked very similar, another potential problem that occurred by solving this project it was that most of the descriptors ;they had some very complex structure with lots of specialized vocabulary thus it was solved by looking at the glossary of terms.

Since education is directly related to theory and practice ;thus is vital for teachers to create a balance among those concepts ;so this project has as one of its purposes the idea of providing student teachers a tool to analyze those aspects before mentioned ; in order to define what aspects from teaching must be developed or improved; by identifying weaknesses and strengths ,thus it also provide a set of creating and new activities to implement in class taken from Europe education system therefore the importance of this project emerges as a measure instrument in order to know how well is language education in Pereira in terms of language teachers and their knowledge needed to teach English as a foreign language.



## **2. OBJECTIVES**

- 1- To use the EPOSTL as a tool to identify what aspects of teaching must be developed by the candidate in future teaching experiences
- 2- to become more self-aware of candidate's own strengths and weaknesses as a teacher, in order to identify areas to continue developing as a language teacher
- 3- To promote a tool from discussion between students , peers , teacher, educators and mentors at Lengua Inglesa program

### 3. DESCRIPTORS

- Personal statement

As learners of language in school, you already have had a lot of contact with teaching. What aspects – teacher's qualities, practices etc. – of your own language teaching might influence how you wish or do not wish to teach?

What I can mention about my experience of being taught is that one of the most important element that influences my teaching is the roles of teachers in creating a better society because only by education is possible to change our society in order to do it equal; for that reason I decided to become a language teacher, thus I have in my mind the idea of giving a great English education as possible because of during my childhood I did not have the chance of having a good education in languages for several reasons.

I also want to say in this point is that I have been exposed to different methodologies practices and influences during this career so I can say that teachers from Lengua Inglesa have good resources and methodologies that I would like to apply in my own teaching process; in fact I have implemented some of those methods before mentioned during my teaching experience.

I would say that I have been influenced by different methodologies thus the way I want to teach is a general view using theory and practice with a balance or combination of both it means that I want to use input from some authors but using my own conception to see what is going well or not.

#### *Experiences of being taught*

##### *Positive:*

talking about mi positive experiences of being taught one positive aspect that I can mention from my own teaching process is that when I was at school I used to be a good student so I had some potential to learn English thus I could learn faster than my classmates even when I studied at a language institute; I could understand some complex structures of the target language

easier than my classmates, thus I started to be interested in learning a foreign language in this case English. I also want to mention that I have received excellent information at the licenciatura so I would say that my experience of being taught it would be good because it has given to me the chance of meeting good teachers with several strategies and methodologies that I have implemented during my teaching experience consequently this chance makes me see the importance of applying concepts from theory into the real context of teaching in Pereira.

*Negative:*

a negative aspect it would be that when I was at school English teaching was not as complete as it is now, so I was not exposed enough time to English language consequently I did not have enough time to practice English due to educational policies were not developed appropriately so Colombian government was not interested in giving a well education in terms of language educational and unfortunately I did not have a good education at primary school thus I could not be able to develop my potential until I become a high school student but not all was good at school due to I felt frustrated so I was not able to develop all my potential since all the classes were based on translation approach or most of classes were about the verb to be

(Try to analyze why these points were unsuccessful and consider what steps could be taken to improve the points you have mentioned.)

I do not have much to say in this point it is because nowadays education has had many changes so it does not have the same problems that it had when I was at school so; most of those problems have been solved by exposing more time learners to the target language and giving them different kind of resources that complete learner's needs ;therefore nowadays bilingual education has changed in so many ways as a consequence different policies have been implemented by the government giving more attention to English language and its importance in a globalized world where English is one of the most important language around the world in addition parents are aware of the importance of knowing another language different their mother tongue for that reason they have decided to give the best bilingual education as possible to their children.

*2. A) what aspects of teaching are you most looking forward to?*

Talking about aspects of teaching that I am most looking forward to I would say that one of them it would be to teach to advanced learners in order to have the chance of exploring my language skills, another one is that I would like to developing communicates competence because I think that it is one of the most important aspects to teach in a foreign language , from my opinion I would like to travel abroad to be exposed to a challenging context and then be able to share my experience in Pereira context ;I am also interested in working with small groups of children with the idea of being able of developing all the potential I know children have.

Another issue I would like to mention is I am most looking forward to create a bilingualism program to be developed in the country thus what I want to say is I want to develop an English course to teach English in places like small towns or village like Vereda Mundo Nuevo where I live currently.

- b) *What aspects of teaching are you least looking forward to?*

Talking about aspects of teaching that I am least looking forward to one of them is teaching grammar directly ;since what I have learned from my experience is even grammar is a very important part of learning a language, it must be taught patiently and in context by providing meaningful activities; another aspect I am not interested it would be working with bigger or larger groups ;therefore from my teaching experience in the past working with primary school students I can say that is really difficult to teach a foreign language to larger groups due to teacher must focus on some other aspects that are not related to teaching and even more complex if teacher works under conditions like long periods of classes like 3 or 4 hours per class so I consider that classes sometimes get boring due to the time length so I would say that I am not interested in working in situations like jornada unica.

### 3. Expectations of your teacher education course

a) *What do you expect most from your teacher education?*

Talking about what I expect most from my teacher education course I would say that all the different expectations I had they were covered during this period of time due to I have had the opportunity to participate in different activities such as seminars, oral presentations, written texts, meetings and even more important finally I was able to develop all my potential and also I

could improve my English skills listening, reading, speaking and writing and became a fluent and effective English user etc thus I also had the chance to apply theory from different authors of teaching and learning a foreign language into real practice because I conducted my practical classes into educational contexts with different participants as children and teenagers so in general terms I consider that all the different expectations about this teacher education were accomplished

*b) What do you want most from your teacher education?*

What I want from my teacher education is to teach me how become an excellent teacher and let me grow up in the personal field as excellent teacher and a good person that cares about his learner's and their learning process and needs as human beings ;so I think I already get all I wanted because as was mentioned before I want to receive input as much as possible about how to be a good teacher and I already did it through this course , therefore I have learned much about teaching and learning at the same level; thus I have experienced my own process as a language learner and I also as an English teacher consequently I have developed many strategies from theory in order to teach English as a second language effectively for all of these now I can say that most of what I want in terms of teacher education has been satisfactory achieved.

*c) What do you think that your teacher educators expect from you?*

A I think that being a teacher is one of the most beautiful profession in the world in this sense it's even more important if we think about special teachers as well language teachers are because language teachers must know the target language and also they should know how to teach it, what strategies to implement to stimulate students' potential, how students learn and what learning styles they use to achieve their goals therefore in terms of my teachers educators expect from me I would say that they expect a dedicated responsible and commitment learner with a high level of motivation towards his profession so a teacher that loves teaching as a passion and vocation because I think that most of them are very good teachers and they love what they do so they always do their best thus teacher educators expect from me responsibility and love for teaching.

*1. How important do you consider the following for a language teacher?*

In my personal opinion and from my teaching experience of 5 years in Pereira I would say that planning and developing communication skill are two very important concepts for a language teacher; for me planning is essential is the form a teacher creates a map to follow during classes ; therefore planning guides and conducts the performance of learners during classes, it's impossible to imagine a language class without planning , with objectives with a sequence to follow in this point I want to mention that I realized of the importance that planning has for an English teacher when I took my practicum classes with children and teenagers thus I could see the importance of having good basis in planning in order to keep learners attention, discipline and performance during an English class.

In terms of developing communication skill, I think is a fundamental conception for a language teacher is well known that communication is vital for human beings to express a group of basic needs in different contexts ,consequently a language teacher must focus on communication skill and at the same time a language teacher should be patience since this particular element takes too much time to be well developed but in my opinion it can be accomplish what I can say based on my experience is communication can be used in different forms in language classes what I often do is to use simple vocabulary according to previous topic seen in class.

#### 4. Context

- Curriculum

##### *1-Can I understand the requirements set in national and local curricula?*

Yes, I can understand the requirements set in national local curricula because during my program I have learned a lot information and input about education system in Colombia, so I am able to understand this concepts and apply them in my classes and courses all of this because every context or setting is different, so in Colombia we have our own requirements related to teaching and learning a foreign language as well English in this case. In my experience as an English teacher in different contexts and with different type of learners I have implemented and used the professional requirement of using the national standards that are constituted to teach English as a foreign language in the practice of teaching; as was mentioned before every institution is different and every context has its own policies and requirements in terms of languages education consequently in this answer as teachers we must respect those requirements and adapt them to those local requirements in curricula.

##### *2-can I design languages courses around the requirements of the national and local curricula?*

Yes, I can as it was mentioned before I can design language courses around the requirements of the national and local curricula ;because during my background as a students of Licenciatura En Lengua Inglesa at Universidad Tecnologica de Pereira I have received a lot input about education and of the requirements that a language teacher needs to know about education system of Colombia; therefore I am able to incorporate all that knowledge in order to design English courses that can include of the requirements that ministry of education has; in my practice as a teacher, I have facilitated classes with students from different courses so and in these processes my main tool for designing the courses was the national standards for the teaching of English. This guided the process of determining the procedure that I intended to follow with each course, and the competences that must be addressed according to the target audience. The standards also

provide a clear structure which divides the learning process into competences and skills which are clearly stated under the concepts of reading, writing, speaking, and listening. In the national standards, there is a rich description of the goals that should be achieved in every stage, and every grade. My experience as a teacher was highly productive as I gained a lot of experience on how to work and design activities, plans and courses that enriches our professional development as teachers of a foreign language

*3-can I understand the principles formulated in relevant European documents Common European Framework of Reference, European Language Portfolio)?*

Yes, I can In my personal opinion I can understand the principles in relevant European documents or European language portfolio because during my development process course as a student and then as a pre-service teacher, I have been learning about the principles of the common European framework of reference and most importantly I have had the experience of being in contact with these concepts in real education contexts. The CEFR has been a fundamental resource for designing and implementing teaching sessions; because it provides much information about what a learners or user should do in a L2 ;however I must mention that it was long time ago that I analyze the CEFR it was when I was starting my teaching course so is necessary to reconsider this relevant document because it provides excellent basis to use in my future English classes.

*4-can I understand and integrate content of European documents (e.g. Common European Framework of Reference, European Language Portfolio) as appropriate in my teaching?*

Yes, I can because those 2 documents before mentioned are very important documents so they have relevant information for language teachers and all the people or participants involved in language and teaching process of languages, thus in my opinion is very vital to integrate some of those concepts and ideas that those documents provide, therefore in my teaching experience I always try to include some ideas or concepts from common European framework of reference because I think these days we live in a globalized and multilingual and multicultural world ;therefore is very important for me and my teaching process incorporate some concepts from those documents in order to improve my teaching skills by using different ideas from



these 2 documents because the time is now to incorporate both documents in my future lessons and teaching life.

- Aims and Needs

*5-can I understand the personal, intellectual and cultural value of learning other languages?*

Yes, I can understand of these aspects that are immersed in learning languages all of this is because teaching is my vocation ;so I know that learning another language is not only to know about grammar, speaking listening etc. thus I think that learning a language is more than that, so it goes beyond of those elements in addition; when you are learning a another language different than your mother tongue you need to think about those aspects such as personal needs, intellectual and cultural values that are part of learning another language all of these is based on my own experience as a learners and user of a new language; thus when I learned English I realized about all the different concepts that are implicit in learning a language as a matter of fact, the main reason for me to engage in the English teaching program was the value of learning a new language and an interesting culture; thus when I was in high school, I used to learn and watch documentaries about the United States and the American culture and how the English language was taking a major role in the communication around the world.

*6- Can I take account of overall, long-term aims based on needs and expectations?*

Yes ,I can in my experience it has been demanding to work based on long terms aims because sometimes the implementation of classes turn out to be not what you plan, therefore, the process suffers a delay in terms of the global aim that you have prepared for a given period of teaching. Besides, I think that something to be improved within my professional profile is the implementation of the classes as I tend to spend time in the wrong elements in relation to what I expect as the main goal; for instance, I ask for content, then I should be focused on content, and not in other elements such as grammar which will certainly guarantee the final objective. The key point in this part is to work on the design of the lesson plans.

*7-can I take into account differing motivations for learning another language?*

Yes, I can take into account different motivations for learning another language, based on my own experience as a learner of another language I can take into account those aspects before mentioned because as I mentioned before when I started learning English I remember that I had different motivations and perspectives about English language so now this experience has given to me the opportunity of thinking about the problems and obstacles that people or students have to face when they are learning a foreign language. Motivation is a key point for achieving a certain goal, not just in education, but in several fields of life. For that reason, it is really important to know what motivates the students to study another language that is significant and engaging for the learners. Consequently as I said before during my professional experience, I have had the chance to know about learners and their likes, motivations, problems, and different situations that motivated them; since motivation always is different and I would say that when a person has a high level of motivation can achieve his-her goals easily.

*8- Can I take into account the cognitive needs of learners (problem solving, drive for communication, acquiring knowledge etc.)?*

Yes, I can as I mentioned previously my own experience as an English language learner it has given to me the chance to think about the problems that learners have to face at the moment of learning a foreign language, thus talking about my experience as an English teacher in a language institute and at different schools and high schools I would say that in my classes I take into account these concepts such as cognitive needs, problem solving, etc so I always try to think about those aspects in order to do my best with the main idea of being a better teacher.

Most of authors have the same opinion about learners' needs and how important this issue is for class and its main components (teachers and students) so teachers must adapt cognitive needs into classes to adjust those needs into planning according to Fadel B (2009) he states that "problem solving is considered by many to be the new basis of 21<sup>st</sup> century learning"

*9- Can I take into account the affective needs of learners (sense of achievement, enjoyment etc.)?*

Yes, I can from my point of view, I can take into account these aspects in my teaching process because during my teaching process I have had to deal with some of these issues, thus I always try to implement these concepts in my classes depending on the population and the type of learners that I have, so is not a secret that one of the most important concepts at the moment of teaching a language is learners and their needs, so when I start working with a new group of students or learners I always ask them for their needs in order to know why they are studying English with the main idea of adjusting classes based on their needs. When planning a lesson I always think about myself my own experiences as a language learner in order to compare my experiences with learners in terms of affective needs to consider what aspects of classes can affect students emotionally.

*10-can I take into account and assess the expectations and impact of educational stakeholders? (Employers, parents, funding agencies etc.)?*

Yes, I can take into account the expectations and impact of educational stakeholders have in the learning process of a second language due to during my teaching experience at practicum classes and some other institutions like institutes, schools and high schools I always take into account the expectation of stakeholders and the impact of my classes have in the community because what stakeholders think is very important to me to include their opinions in my classes and I am always open mind to receive their suggestions because from my previous experience working at primary school I can say that when working with children parent's opinion are very vital; therefore to continue with the same idea expectations of parents, employers, and the society itself towards the learners that are going to be part of the working community are important factors that guide the students to choose the best profession for their upcoming future. What I often do is to be alert about what parents, institutions and stakeholders think about learning process and how participants are getting their goals.

*11- Can I take into account attainment target levels set in curricula (e.g. deriving from the Common European Framework of Reference)?*

Yes ,I can I think that Language teachers are different and special teachers because they need to know about pedagogy and be fluent in the target language, talking about attainments I would say that I can take into account them levels set in curricula based on the fact that every institution or high school is different as a result they have their own educative policies consequently I am able to consider those attainment target levels and apply them in a curricula; the progress stated under the conception of standards is fundamental to have a clear logic about the effectiveness of the learning/teaching process to know if the process goes towards the correct direction. I tried to conduct all my classes following the procedures suggested in the standards and according to the level of the learners. This does not mean that the process is always and intrinsically well oriented. As a matter of fact, in my particular case all the standards were not fully achieved as written on the framework. The framework is an excellent and flexible guide to conduct our lessons

- The Role of the Language Teacher

*12-can I promote the value and benefit of language learning to learners, parents and others?*

Yes, I can promote the value and benefit of language learning to learners, parents and others since, I think that sometimes is very important to mention to learners and their parents the benefits that has to know a foreign language; Based on my teaching experience, when I used to work with young learners I used to mention to their parent or relatives the importance of studying English in this case and the importance of teaching values to their children during life at home and outside the school because the learning process starts with education that children receive from parents thus; I can promote the value of benefits of language learning. One of my favorite things to do as a teacher is to show the relevance of what I teach, and how useful to learn a new language is. I used lots of examples in the classes of the benefits of a new language, such as job opportunities, the increasing of the intellectual profile, the chance to understand the communicative situations in their favorite shows on television; but more importantly, to make students, parents, and

others understand that the world is not just our country, and that a new language is a powerful tool to connect with foreign cultures.

*13- Can I appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds?*

Yes ,I can From my point of view I would say that I can appreciate and make use by learners with diverse cultural backgrounds is because during my teaching experience process I have the chance to work with different kind of learners from different cultures and races as well having contact with different scenarios under bad situations, thus I am able to teach English to those learners from different cultures and races and I was able to develop their great potential. Diverse background as it is actually a factor that enriches the classroom with different points of view of education and life.

*14- Can I take into account the knowledge of other languages learners may already possess and help them to build on this knowledge when learning additional language?*

No, I can't in this point I do not have much to say because I have never had the opportunity to work with this type of learners I have not been able to take into account the knowledge of other languages different from Spanish that students may have because I have not had the chance to work with learners with competences in other languages but I want to express that knowledge and competences possessed by learners in different languages is an important instrument, because some languages might have similar grammatical structures making easier the development and use of this important factor. As was mentioned previously in this answer this aspect of taking into account the knowledge of other languages of learners may already possess and help them to build new knowledge is new for me I can say that that I would like to experience this particular issue because it is a new concept to me in terms of teaching so I think it would be great to know students with these particular characteristics and consider how to develop this particular ability to learn English

*15- Can I draw on appropriate theories of language, learning, culture etc. and relevant research findings to guide my teaching?*

Yes, I can of course I can do this since I have received excellent input from professors at la licenciatura, thus I usually compare the information that I have read from my own teaching experience and I compare that information with my teaching to see if theory can be apply in real context or I often use theory to analyze why some phenomena occur in class and most important to know how I can improve my teaching skills from authors and people that know about teaching and learning issues thus I can draw on appropriate theories of language, nevertheless, I strongly disagree with the usefulness of several papers in terms of actual teaching within classrooms. I tried to follow the approaches and methods that are stated on theory in my immediate context and I realized that theory sometimes works as they are oriented and shown during EFL teaching courses which led me to reinforce my personal disagreement with theory. I think theory should be taken as a more flexible model to be adapted according to the needs that teachers and students require, and not like an irrefutable truth that can neither be challenged nor changed.

*16- Can I critically assess my teaching on the basis of experience, learner feedback and learning outcomes and adapt it accordingly?*

Yes, I can assess my teaching on the basis of experience, learner feedback and learning outcomes based on the fact that during my classes I have adapted those aspect into my classes since I think experience is very important in every single aspect of life even in teaching; thus I have had the opportunity of gaining a lot of experience thought this process therefore I would say that I feel so happy because all the knowledge I have gained during 5 years of great teaching experiences working with different type of learners consequently for me experience is very important to use in classes To conclude this part, the experience and the products from the students is an interesting concept or tool to assess our own process as teachers and to reflect on the aspects that need to be improved because sometimes some people give more importance to theory rather that experience.

*17- Can I critically assess my teaching in relation to theoretical principles?*

Yes ,I can, I think that is very important to keep a balance between theory and practice so I would say that I can use some concepts from theory and apply them in my teaching because during my teaching experience I can observe that some of the input received from theory are applicable into real

life education; in fact during my practicum I have been able to apply and assess my teaching in relation to theoretical principles but I also want to mention that sometimes it is demanding for me to use theoretical principles to evaluate my teaching performance because I do not believe that theory that has been developed for a different cultural context works in this particular scenario with the same level of accuracy thus what I am trying to say is that theory is very important but sometimes it gets boring to read tones of information about teaching and learning as it was exposed previously in addition I consider that language teachers must create a perfect balance between theory and experience.

*18- Can I accept feedback from my peers and mentors and build this into my teaching?.*

Yes, I can accept feedback from my peers or mentors into my teaching because it is very interesting to see the different ways or methods that colleges use in their classes because from my vision the learning process never stops and I consider it is very nice to learn from other experiences, colleagues and peers consequently feedback in general terms is a relevant factor in the personal and professional growth of a language teacher ;thus during my practicum, I share my experiences with some colleagues to exchange information and strategies to conduct the lessons in the best possible way. Also, the mentor feedback was also a big influence and helped in the guidance of my process as I received information from mentors with best willingness in order to progress in my process. To conclude this answer I never underestimate suggestions or comments that were given to me in relation to the way I plan and conduct classes and I will always take the advices and comments with an open-minded attitude, always thinking about the best performance of learners and mine too.

*19- Can I observe my peers, recognize different methodological aspects of their teaching and offer them constructive feedback?*

Yes, I can I think that is very important to learn from other colleagues in order to identify what kind of methods or strategies they implement in their classes because being a teacher is a process that requires a lot of reflexive thinking skills, so in this point I am able to offer constructive feedback to my colleagues being very respectful and if possible receive it from them. In my opinion observation is a key point in the teaching process so I have had the



opportunity to observe my peers to identify the type of methodology they apply in their classes to compare similar situations such as problems and how they acted to solve them. These observations supported the construction of a model to follow in terms of positive strategies which actually aided the solution of problems. Also, through observations I can identify if my personal methodology has any kind of strengths to be shared with my peers. It is important to say that the best feedback is the one which is focused more on the positive aspects rather than the negative aspects.

*20- Can I locate relevant articles, journals and research findings relating to aspects of teaching and learning?*

Yes, I can ;I think that nowadays there is a lot of sources available on internet so I can say that I can locate simple articles or any material to apply in my teaching or learning process; in fact I sometimes look for information to find some tips that can be useful in my classes in order to identify how can improve my classes and my own learning process as an English user however talking about research findings of specific academics aspects of teaching and learning I want to mention that one of the biggest problems that I had when I was trying to develop my previous research project was the search for articles and authors to structure the theoretical framework. This problem is usual when I try to search articles for a specific topic or situation inside the classroom. I should say that my competences of searching theory and other relevant articles still need to be improved throughout the self-exposure to academic and professional documents to construct an integral professional profile.

*21- Can I identify and investigate specific pedagogical/ didactic issues related to my learners or my teaching in the form of action research Institutional Resources and Constraints?*

Yes ,I can identify and investigate specific pedagogical or didactic issues related to my learners or my teaching in the form of action research, thus I sometimes go to the internet to look for information that I need to know so I try to identify what search or surveys I can implement in my classes or what methodology is been implementing at schools or in Colombian education context



- Institutional resources and constraints

*22- Can I assess how I might use the resources available in my school (OHP, computers, library etc.)?*

Yes ,I can, in this point I would say that in some institutions I have worked thus I have considered the way I use the resources with the main idea of taking advantages of the sources that those institutions offer all of these because some institution offer more sources than other so I often analyze about the way I use the resources from institutions therefore; I would say that I can assess how I might use the resources of the school by constructing a perception of the balance between the development of the classes, the motivation of the students, and the goals to be achieved by the end of the lesson. It is important to say that the use of the resources of a school bank or factors like time, library, computers, number of students, thus these elements can make the learning process more efficient. Another part of the assessment of the use of the resources is the reaction of the students; this factor indicates if the resource is being used as an effective tool of teaching, or merely as a distraction.

*23-can I recognize the organizational constraints and resource limitations existent at my school and adapt my teaching accordingly?*

Yes, I can Based on the fact that all the institution are different as a consequence they have different projects and limitations therefore; I think that I can adapt those limitations into my teaching process and use those limitation accordingly to be successful teaching English, so in fact I have had to face those limitations in my different teaching experiences at school and institutes thus I have been able to handle with this resource limitation adapting myself to them and using accordingly ; for those reasons before mentioned I would say that I can recognize the organizational constraint and resources limitation in advance to design a plan which reinforces the lesson through anticipating problems and solution; as teachers these kinds of situations test your creativity to solve the problems so as I had to design my own flashcards when the video beam was not available. Such kind of difficulties, imply a determined knowledge about the likes and preferences of the students in order to be sure that the material that you design will impact positively the learners and their

response in class thus teachers must adapt themselves to those situations or resource limitations when they occur.

### **Methodology**

- **Speaking/ spoken interaction**

*24- Can I create a supportive atmosphere that invites learners to take part in speaking activities?*

Yes, I can based on my teaching experience I would say that I can create a supportive atmosphere that invites learners to take part in speaking activities it has worked to me because what I do is try to establish a nice atmosphere based on respect to all the members from a group or course so is has been effective in my teaching process thus when students feel a kind of rapport or nice atmosphere they are able to participate in this type of activities exploring their potential at speaking activities but it is necessary to mention that speaking activities require patience and effort from both members teacher and learners ;also It is important to report that one of the most important strengths in my process is the ability to build the confidence to speak in class what I often try to do is acting like a student in the speaking activities, showing them that there is no problem to speak and overcoming potential fears or affective factors. I also tend to ask questions about sports, music, and other topics that I can use as an excuse to encourage them to speak because I think you feel more comfortable if you talk about something that you like.

*25- Can I evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate?*

Yes, I can Based on my experience I think that I can do it, thus during my 5 years of teaching experience I have evaluated and selected different meaningful speaking and interactional activities considering the different abilities that learners have using different speaking activities in addition the selection of meaningful activities requires a previous and demanding process of analysis of the learners, and the most efficient learning ways. Multiple intelligences are a fundamental part of the learning process, and if you as a

teacher do not have this into account, you will have a problem of balance among students because you will have a number of students working well, and others distracted because their specific intelligence is not being integrated to the process; that is why it is necessary to help them to discover their particular abilities.

*26- Can I evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc.?*

Yes I can, in fact I have already done it during my classes I think about how to encourage learners to express their opinions, identity, or culture so what I do is to look for activities that are related to learner's level in this point I have to say that for me is very important to know about what my students think and the way they see the world around them therefore I always try to use speaking activities to know about their opinions; I often suggest a topic to create a debate, a given issue that is known by all the students in the classroom. Moreover, it is better if the topic is controversial. In one side the group of students that are going to defend the topic with arguments, and the other group that is going to show disagreement with the topic using arguments to support their opinions. It is important to be aware of the ages of the learners to choose the topic because if the topic is excessively complicated or advanced, it will be a problem for them to participate. The best topics to be used are the ones connected to life, and it does not only encourage student talking time but also you get to know them better.

*27- Can I evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.)?*

Yes, I can as I said previously I always try to select meaningful speaking activities that allow learners explore all the potential they have, thus what I do is to use different kind of speaking activities I sometimes use discussions, role play and solve problem activities in my classes so in that way they can use different material and ideas in order to develop their speaking skill ;in this particular aspect these are the most common speaking activities that I apply in classes such as "introduce yourself" activities as these are excellent to promote freedom to choose the person they want to impersonate. This methodology motivates students to select their favorite singer, sportsman, cartoon, or whoever they want to act. On the other hand the self-introduction is a good activity for learners to speak and improve their fluency. I was able to

perceive good participation and improvement in the fluency of the learners during my practicum process.

*28- Can I evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.?)*

Yes, I can as was mentioned before what I try to during my classes is to motivate students to participate using different types of materials and speaking activities thus; I use telephone conversation, transactions or speeches so students can realize that speaking skill is a very important skill to be developed constantly by talking advantages of academic contexts when they can explore these text types activities. However In my personal experience I have noticed that some written activities do not motivate students to perform in oral way. In fact, every time that a short text was presented in class, the students refused to work with it because the idea that they have for learning a new language is connected to the oral interaction. Students seemed to lower their level of engagement when being exposed to reading and writing activities.

*29- Can I evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.)?*

Yes, I can in my classes I often try to select a variety of materials to stimulate speaking skill, so when I work with children I design my own visual aids I make draws by myself, or I use authentic material like animated movies or songs such as the finger family or five little monkeys; on the other hand when I work with adult learners I use the textbooks or the material provided by the institutions; talking about my practicum classes visual aids were key tools in my process as practitioner. As was mentioned previously during my practicum I used videos to motivate the learners to speak; many of the videos were about description of sports, music, animated characters, and self-introduction of different people; besides, it served as a model for them to facilitate the way they introduce them. The videos contained engaging situations to create a good environment in the classroom.

*30- Can I evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately?*

Yes, I can; from my experience what I always do in order to motivate learners is to proposed activities where learners must create conversation between them and thus they must exchange information about any topic as a consequence they must initiate or respond dialogues using elements they already know appropriately so as I said before I am able to do all these activities mentioned from the question above thus as was mentioned previously first I always try to stablsh rapport in order to create a good atmosphere between teacher and students then I evaluate and select activities like simple conversations or exchanges when learners can apply concepts from sessions and so they can participate in spoken exchanges using all the different elements they have learned during classes over a period of time and obviously they can respond appropriately in that kind of spoken exchanges

*31- Can I evaluate and select various activities to help learners to identify and use typical features of spoken language (informal language, fillers etc.)?*

Yes, I can; in fact what I often do is to take advantages of the material provided by the company I work for, thus I can show learners the differences that are between formal and informal language in some context, so I gave them some example of that terminology for example contrasting phrases like how are you and hey man what's up. The use of informal language helped me to state a more understandable language input for students. For instance, I used the negative form of "aint" to make less complicated the comprehension of a given structure of the language, and I showed them how to use the same contraction, to propose a negative statement without requiring a single personal pronoun. "aint" in real contexts of use covers all of them . This was just to show them how easy language could be in informal situations. I have to say that I made it clear that the expression "aint" was just an informal way to use a negative form. Nevertheless, it is not correct to use this kind of language in a formal conversation or in a formal document.

*32- Can I help learners to use communication strategies (asking for clarification, comprehension checks etc.) and compensation strategies (paraphrasing, simplification etc.) when engaging in spoken interaction.*

Yes ,I can, what I generally implement during my classes is to use communication strategies and compensation strategies to make understood the message of a topic for example when learners do not understand the meaning of a word what I do is to use body language, imitation or I allow to

my students ask questions for clarification ,another strategy that I use is to allow learners use the context to catch the meaning of a whole sentence or paragraph and finally in case communication strategies from above do not work I give them the meaning in Spanish as a final solution . It is important to guide students throughout their learning process and to do this I had to show them how to ask for clarification or repetition which is key because you cannot advance without having clear evidence that students have already achieved the expected goals to move on to the next stage. It is important to be patient with the students to give them the confidence to ask as much as necessary to clarify their doubts. The compensation strategies were extremely difficult to do. I tried to do a paraphrasing activity with the learners, but it did not work as students were not able to develop the activity.

*33- Can I evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce sounds in the target language?*

Yes, I can talking about evaluate and select a variety of techniques to make learners aware of discriminate and pronounce sound in the target language I would say that I can, based on the fact that during my teaching experience I have tried to use various activities where learners can discriminate and pronounce different sounds so in this case I have presented some similar sounds like c, s or z g, j and y and I present some example using this sounds in order to make the distinction between those sounds in order to make understood this topic, therefore what I often do is to use the alphabet in order to provide good example in term of pronunciation . I sometimes also use exaggeration in class therefore I always exaggerated the sounds that are different from the Spanish sounds, and this helped the students to educate their oral system to generate and to discriminate the different kinds of sounds. The repetition was a strategy to make learners practice the different pronunciation over and over again.

*34- Can I evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation?*

Yes, I can in this point what I usually do is to use the material or text guide to show the correct model of stress, rhythm and intonation and then I proposed activities where learners work by their own with the main idea of learners discover the correct form of those aspect previously mentioned thus some other times I go to the material to take some contents that are related to

stress, rhythm and intonation by supporting learners with the correct models or following guidelines from the audios and books. This part was connected to the previous part; the repetition and exaggeration were the strategies that I used to make them aware of sounds, stress and intonation. The practices of this was a funny part of all the process as learners tend to find repetition and exaggeration kind of comical and it was common in this activities to see that students were laughing. Nevertheless this was useful in order to create a good atmosphere inside the classroom and giving them the confidence and willingness to participate when necessary.

*35- Can I evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).*

Yes, I can I am able to select oral activities to develop accuracy, grammar and word choice in my classes but it depends on the context; when I work with children is impossible to do this types of activities, on the other hand what I often do with adults or teens is to use material from the books to develop all the elements from above thus I always use oral activities from those books to develop grammar or word choice using elements and concepts from class as present simple, past simple etc. In my practicum classes, I avoided addressing grammar directly because the level of the learners was low, and I consider the learning grammar is complicated even for advanced users of English. The way I oriented some aspects of grammar was through the communicative style, I showed them how to use grammatical structure by speaking without overcharging them with complex structures or advance terminology (Implicit grammar). I have to reflect on the way I perceive the role of grammar in the teaching process and improve my skills to guide others in the use of this important part of the language.

- **Writing/Written Interaction**

*36- Can I evaluate and select meaningful activities to encourage learners to develop their creative potential?*

Yes ,I can select meaningful activities to encourage learners to develop their creative potential I sometimes do this, but sometimes is easier with children for obvious reasons, what I commonly do is to use creative activities where learners can use their imagination like connecting the dots or color images etc., when I work with adults I try to make them explore their creative



potential by solving crosswords or matching activities or by using puzzles likes and dislikes also are a good starting point to make learners to develop creative potential .Talking about creative potential in terms of written this is one of the activities I sometimes implement I ask learners for a short description of the person they admired the most and why they admired that person. First, it was allowed to use the mother tongue to replace some specific vocabulary that they did not know in the target language and the results were a mixture of really Basic English and advanced Spanish.

*37- I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc.)?*

Yes, I can ;talking about writing part I would say that I can evaluate an select a range of meaningful writing activities like letters, stories or reports; what I often do is to proposed activities where learners are asked to write a letter to their loving people with the main idea students can think about the importance and become aware of how necessary is writing part in learning a foreign language but I hardly ever use activities as reports or stories as I said before most of the time I use simple writing activities like letters or simple descriptions thus In most of my teaching experience I include simple writing activities the reason for this is probably my own problems in writing. Writing has been one of the hardest issues during my career things like punctuation are a really demanding factor for me to manage; therefore, my confidence in terms of writing does not allow me to teach or facilitate the process of the students, and I use to avoid the inclusion of complex writing exercises .

*38- Can I evaluate and select texts in a variety of text types to function as good examples for the learners writing?*

Yes, I can I would say that I can do this; what I usually do is to select the material related to the topic that I am working on , for example if learners are working on simple present what I do is to look for article or reading related to this topic where learners can see and apply the concepts corresponding to this topic thus I provide a good example in order to learner can use this good examples for learners writing. When I was conducting my practicum in high school, the institution had a special program to be developed in some of the



classes. The program was about computers, and their technical components. The documents that the school provided to develop the activities were a positive example for them to see how written documents should be in English. In spite of the clear complexity of the texts, students were able to see basic structures and compare them with the topics of the course.

*39- Can I evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.)?*

Yes, I can evaluate and select a variety of materials to stimulate writing what I have done with one group that I have worked is to select some readings to give some input to students to stimulate writing skill, thus they can use the input given to produce writing therefore; what I do is to ask learners to think about how their daily routine is and put that information in a coherence and cohesion way by using written language. I used to show the students flashcards of cartoons to be worked on descriptive functions of the clothes and physical aspects; however, as the level of the students was not too high, the results were barely enough to evidence their process using basic structures in writing.

*40- Can I evaluate and select activities which help learners to participate in written exchanges (emails, job applications etc.) and to initiate or respond to texts appropriately?*

Yes ,I can what I usually do is to select these kind of activity such as emails therefore ask learners to write email to their friends and with the main idea of learners use and apply the concepts they already know ;as initiate or respond texts appropriately from letters, or another strategy I sometimes implement during my teaching experience is to create a class chat with students to communicate with them outside class obviously in English etc therefore I have selected activities for this purpose. However I still have many problems to teach demanding topics because writing is still an issue to me and I continue having many problems teaching topics that go beyond the elementary level. I avoid teaching things when I am not sure to teach them appropriately; for example, and job applications seem to be easy, but they require the knowledge of a wide variety of verbs and vocabulary which is demanding for students to learn within a short period of time.

*41- Can I help learners to gather and share information for their writing tasks?*

Yes, I can, I often motivate learners to work in pairs and exchange information for their writing tasks for example I often propose writing activities where students are challenged to write what they did last weekend with this idea learners can exchange their papers to share information thus they can know classmates ideas, feelings and at the same time they can improve writing skill another strategy I use is to ask the students to collect basic information when they wrote basic description of people that they admired which was the way to gather information; however, I have to say that I never taught them how to collect information or facilitated any specific method to do so. The reason for this was the time that I had to carry out the process and I was more focused on teaching them more relevant things than gathering information because of their level. I consider that it was more important to be intensive on increasing the levels of motivation rather than how to look for information that probably would not be engaging for learners.

*42- Can I help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.)?*

No, I can't; in this sense I do not have much to say in this point because in my opinion these kind of activities require a higher level, and most of the courses I have had until now they do not have this advanced level required for this question consequently this kind of activities such as outlines and mind maps were activities that I do not use in very often during my process as a teacher because I consider outlines too complicated for the learners and mind maps distractive for them. I think that these two strategies should be used with learners with higher competences with the language, to ensure the effectiveness of the written structure so according to harmer (2011) he points out that writing is a complex activity to work on for some students since this ability belong to the productive skills range and it takes too much time to be developed

*43-. Can I help learners to monitor, reflect on, edit and improve their own writing?*

Yes ,I can during writing process what I usually do is to give a personal assessment where I show the mistakes that learners make in their writings activities, thus they can reflect on their process and they can correct their mistakes and improve their writing skill at the same time It is very important for a facilitator to monitor the process of the students in every type of activity

and more importantly to show them how to be their own monitor in their processes. During the writing activities I was all the time monitoring the evolution and progress of the students, and also giving them tips for checking their own work in order to be able to identify their own written mistakes and how to solve them. It is important to say that all this was developed in classes of Basic English, and the level of difficulty was moderated. To finish this part, we as facilitators have to give the tools for self-correction; therefore, the students will be more aware of their own process and will also improve their metacognitive skills.

*44- Can I use peer-assessment and feedback to assist the writing process?*

Yes, I can I sometimes do this type of activity in my classes, I select some activities where learners can work in pairs or peer-assessment in order to receive feedback each other; personally I like this activities because I consider that learners can build up their knowledge and they can consolidate their knowledge because they can correct written mistakes and can improve their writing process. The peer assessment is a really good strategy to know if the students are actually aware of their own process and mistakes in an activity. I used to take a few written papers that learners produced during classes to be interchanged among the students. Afterwards, every student had to evaluate the paper of one of their partners to identify mistakes based on what they already know of the lesson. This activity helped me to know how conscious students are of the process that they are developing and how focused they were in the course.

*45- Can I use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly?*

Yes, I can in fact during my lessons I have used a variety of techniques to do this what I generally do is to show learners how words and grammar are connected to produce coherence and cohesion in a text but doing so superficially thus in that way learners can see how is well structured a text appropriately on another hand I also want to express again that from my point of view coherence and cohesion are demanding topics to be taught in basic courses, therefore I have to say that I have not truly developed classes taking these two aspects into consideration. The reason is my own level of proficiency in writing as it has been one of my biggest and demanding skills

that I have faced across the program. Currently, I still continue to have several problems in this aspect, and for this reason, I always try to avoid advanced writing topics.

*46- Can I evaluate and select a variety of techniques to make learners aware of and use spelling patterns and irregular spelling?*

Yes, I can do this based on my teaching experience what I commonly do is to use the material from the courses to show the correct patterns of spelling by using activities from face 2 face course in order to show the spelling rules of regular verbs

*47- Can I evaluate and select writing activities to consolidate learning (grammar, vocabulary, spelling etc.)?*

Yes, I can ;I would say that I can do this, based on the fact that during my lesson with several types of learners like adults, children or adults I select writing activities to consolidate learning, grammar, vocabulary, spelling so based on my teaching experience of 5 years as an English teacher in Pereira I can say that writing activities help to consolidate aspect from above so I can evaluate and select some writing activities to consolidate learning; but, I do not feel very comfortable doing elaborated activities in terms of writing. This reflection helped me to recognize and understand the problems that I have in my teaching competences, in order to work harder in terms of improving all of them in order to be a better professional as a consequence writing is still a demanding activity to me as a language teacher and consequently I must pay more attention to this particular issue in order to be a better English teacher.

- **Listening**

*48-can I select texts appropriate to the needs, interests and language level of the learners?*

Yes,I can from my teaching experience what I can say is I always select the material that I am going to use in my classes, thus I always think about learner's interests level and needs thus I can be coherence between what I teach and learner's level In my guided practicum course, I selected short and basic texts related to cartoon characters, describing their clothes and other features. The aim of the lesson was to listen to a description and at the same time to compare it with the cartoon character to match the correct answer.

Listening activities generate many expectations in the learners because people want to understand what other people say in audio samples; hence, listening turns out to be a powerful motivational tool that encourages learners' engagement thus this selection of activities depends on the participants students and teacher at the same level.

*49- Can I provide a range of pre-listening activities which help learners to orientate themselves to a text?*

No, I can't, honestly I never use this pre-listening activities in my classes because I only use the authentic materials from books or being more specific listening from cd and audios so I am going to pay more attention to this type of pre-listening activities because I think this type of activities are very important to use in classes to begin a lesson in order to activate learners knowledge of a topic

*50- Can I encourage learners to use their knowledge of a topic and their expectations about a text when listening?*

Yes, I can sometimes try to motivate learners to use their knowledge of a topic and their expectations about a text in listening activities in order to know what they like to use that information during listening activities to let them explore this important skill based on this during my teaching experience in different context and several kind of learners I have detected that listening is one of the most difficult skills to develop so what I always try to do is encourage learners to work on this by mentioning that listening skill must be developed constantly; In this point I also want to express that I use the knowledge of the students to boost the listening activities to be done. This provided meaningful assistance even before the lesson was conducted because as a facilitator, I used previous knowledge about the preferences of the students to select the topic as it would be easier for them to understand parts of the listening text and work with it.

*51- Can I design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information etc.)?*

Yes, I can from Brown (2006) the author points out that "we always have a purpose for listening, so we listen in different ways based on our purpose ; if students know why they are listening they are most focused" I

agree with this idea or concept because as teachers we must consider the purpose when using different listening strategies and how learners are going to react with these listening strategies ;however In this point I also have to be honest because I hardly ever use these different listening strategies in my classes because I consider that listening is one of the most difficult skill to be developed; in these sense Brown (2006) also claims” that listening is a complex activity ,and teachers can help students to understand and developed it” to conclude this question no matter I said that I hardly ever implement these listening strategies in class I would say I can select these different listening strategies thus I am going to start using these type of activities more often in my future teaching experiences

*52- Can I design and select different activities which help learners to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.)*

Yes, I can the variety of styles of speaking is important when we are encouraging listening because a little variation in the intonation or the tone of voice makes a big difference for the nonnative listener. For instance, a word can sound totally different if the intonation or pronunciation is not what a listener is familiarized to listen. In my experience as a teacher, I did not pay close attention to these factors; I used American material to develop the classes and I also tried to pronounce the words in the American style. The style of speaking is something that affects me as teacher because I also have some problems understanding some words in the British accent which is something that I have to work on to improve my skills in addition to this what I usually do is to proposed some movies where learners can identify some typical features of spoken language like intonation, tone of voice, style of speaking, another strategy that I use in my classes is present the differences between a language for example some different pronunciation between American English and British English.

*53- Can I help learners to apply strategies to cope with typical aspects of spoken language (background noise, redundancy etc.)?*

Yes, I can help learners to apply strategies to cope with typical aspects of spoken language (background noise, redundancy etc, what I often do is to provide the tools or components related to spoken language like introducing the class by using simple commands and phrases thus learners feel confident

and is possible to set a simple connection as a relaxing environment when they can understand easily the importance of spoken language in real situations or daily life

*54- Can I help learners to apply strategies to cope with difficult or unknown vocabulary of a text?*

Yes ,I can I generally use strategies in order to help students when they have problems with vocabulary of a text what I generally do is to use body language, gestures or actions, in other situations I suggest to my students that they must use the context of a word to catch its meaning another strategy that I used to help the learners with difficult and unknown vocabulary was to write a list of these words every time that they saw an unknown word. They wrote vocabulary down on a paper and after the text was read completely they had the chance to look up for the definition of the words on the dictionary and then to read the text again. With this, they were able to understand the idea of the text because many times the unknown words were key for understanding the texts. I should clarify that this process was supported with basic texts, and the unknown words were few, still, the process seemed to be fruitful for the students.

*55-Can I evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills*

No I can't, as I mentioned before I hardly ever use this kind of post-listening tasks in my classes however I usually talk to my students about the importance of practicing listening by doing activities they like

- **Reading**

*56- Can I select texts appropriate to the needs, interests and language level of the learners?*

Yes, I can; as was mentioned previously I always think about the population who I work with in order to provide them readings related to their needs, interests and level having as a main goal learners can develop all the potential they have with them; reading is similar to the rest of skills and it is vital to pinpoint that all of them need to be developed based on the needs and preferences of the learners in relation to the standards. I selected the texts to be used for the reading having in mind the preferences and the level of English



of the students. It is important to select interesting and basic readings as a way to motivate and to avoid possible frustration. During the reading sessions, it is imperative to monitor the progress of the students, and to help them solve possible doubts that they might have from the reading; however, it does not mean to give them all the answers but it means to give them the tools to solve the problems by themselves.

*57- Can I provide a range of pre-reading activities to help learners to orientate themselves to a text?*

No, I can't I hardly ever do this due to in my current job which is an English institute therefore we have to follow a method that is not very flexible and it does not allow this kind of activities because we must accomplish a lesson per class and each class lengths 2 hours so time is not enough to use certain activities

*58- Can I encourage learners to use their knowledge of a topic and their expectations about a text when reading?*

Yes I can, most of the time I encourage learners to use their knowledge of a topic about a text when reading in this sense I can say that learners always have a previous concept or knowledge and they bring that knowledge to class thus I take advantages of this issue and I use to motivate them to use it in a text when reading and do their best It is important to encourage the learners to use what they know about any random topic, to make the activity and document more motivating and productive for them. It is important for us as teachers to take into consideration all the previous knowledge and skills that the learners have constructed as they create a good atmosphere of partnership between the learners and the teacher because the learners feel that what they know is important for the teacher and for their academic process. Also, they gain the confidence to take risks in class participating and motivating others to do the same.

*59- Can I apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.).*

Yes I can, in fact I sometimes use these styles of reading in my classes thus I sometimes implement reading activities and groups, where learners must be concentrated on what their classmates are reading, so what I often do is



to ask a learner to read the first paragraph, then another student continues reading the second paragraph and so on, other times I ask to learners to read silently and I ask some question about the topic they read. Reading is a demanding part of a language learning process and the way that you as teacher give instructions on how to develop a reading exercise, impacts on the final result of the activity. In my experience I preferred to group the learners during reading activities as it helped me monitor all the students easily and also create partnership and group work which are really important factors in learning. The group work in a reading activities offers a sense of confidence for students as they work with their colleagues in a relaxing way; besides, it provides opportunities for the students with the higher level of English to take leadership in the guidance and support towards the students with the lower level of English.

*60- Can I set different activities in order to practice and develop different reading strategies according to the purpose of reading (skimming, scanning etc.).*

No, I can't as it was mentioned before I do not use these reading strategies in my classes since I consider Skimming and scanning are complicated strategies to apply in a basic English class, still, I do not pay much attention to these activities is because I think that those activities required a higher level of thinking and personally I do not focus on them very often so I sometimes pay more attention to other aspects as reading comprehension skill thus I usually do is to bring an activity where learners are asked to read a text and the they must answer the questions about that topic thus I try to activate their reading comprehension skill. Harmer (2015) points out that there are 2 classes of reading extensive and intensive reading and teacher's work is "to enable the students to develop their ability to read for a number of different purposes"

*61- Can I help learners to develop different strategies to cope with difficult or unknown vocabulary in a text?*

Yes I can, in fact I sometime do it, I help my students to develop strategies when they have problems with unknown vocabulary in text thus occasionally they use their own strategies to deal with this issues and I do not

any trouble with it. A good way to deal with difficult or unknown vocabulary is to make a list aside of the text and then to search for its meaning in the dictionary. It is important to identify and solve problems with vocabulary because if the learners do not possess a clear understanding of the words, in the future they will not be able to understand certain texts because they will have the same lack of vocabulary. When you are learning a new language, vocabulary is a key point to be continuously enhanced because it is tied to the fluency; the less vocabulary you know, the less fluency you have, and the other way around.

*62- Can I evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills.*

Yes I can, but being honest I hardly ever use this post-reading tasks is not part of my teaching style, because I mentioned before actually I am working with a special group of learners and this kind of post-reading activities are not included in the curricula of the institute I work for

*63- Can I recommend books appropriate to the needs, interests and language level of the learners?*

Yes, I can; I think I can do this based on my own experience as an English student when I was in a basic course as a learner I was asked to read some books that now I can recommend to my students and those books or readings are designed according to level of the learners like brown eyes, Frankenstein, the scarlet letter, Dracula thus I think that using books is a good method to learn a foreign language it can work when working in a high school, primary etc. The selection of material for the students is really important for their process and the correct book is also a suitable guide for them to work based on their particular level of the language. I should say that when I choose material, I usually tend to take advice from colleagues who have more experience in the use of specific material for any specific level of proficiency. The group work is not only important for the students, it is also important for teachers and colleagues to help each other to develop a better teaching and offer better and more effective learning processes for their students

*64- Can I help learners to develop critical reading skills (reflection, interpretation, analysis etc.).*

Yes, I can ; I would say that I can do this thus from my point of view I can help learners to develop critical reading skill by give them more reading activities where they have the possibility of practicing a lot in order to develop these critical reading skills but in my opinion I consider these skills require an advance knowledge but by being dedicated I think it can be done. As I said before in this question I do not work too much on reflections or analysis and I have to say that the main goal during reading activities was to build reading comprehension skills and not to go deeply in interpretations. This is another part that I have to improve and be more focused on because it is necessary for the learners to develop their critical thinking in academic scenarios. This will help them understand in a better way the texts and ideas that are implicitly and explicitly contained within a document.

- **Grammar**

*65- Can I introduce a grammatical item and help learners to practice it through meaningful contexts and appropriate texts?*

Yes, I can according to Harmer (2015) he points out that “grammar teaching sometimes happens as a result of other work students are doing “thus when introducing a grammatical item I help learners to practice it by using meaningful context and appropriate texts it depends on the item is because some grammatical issues are more difficult to understand for learners if possible I try to use appropriate texts that allow learners use items that are easier to understand and practice. I also want to express that English grammar is full of items been more specific some of those items can be very complex to explain thus I agree when harmer (2015) states that “grammar can be introduced in a number of ways ,or we can show our students grammar evidence and ask them to work out for themselves how the language is constructed “.

*66- Can I introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.)?*

No, I can't so in this point I do not much to say because I am not familiarized with these varieties ways to teach grammar such as teacher presentation, awareness-raising, discovery

*66- Can I deal with questions learners may ask about grammar and, if necessary, refer to appropriate grammar reference books?*

Yes, I can since Harmer (2015) states that " at other times, however ,we may rely on the course books we are using to help us teach grammar ,most teachers have their own favorite grammar presentation and practice activities" thus I can say Yes I can deal with questions that learners ask about grammar, what I always do is to use my own material it means the material I have contains its own grammar reference books so my students go to their books to look for information about any tense such as present simple, past simple, present continuous, future with will, or going to but it is necessary to mention this issue was previously mentioned in this question so most of the time during my teaching experience I have used the materials provided for the different institutions.

*67- Can I use grammatical metalanguage if and when appropriate to the learners needs?*

Yes, I can use grammatical metalanguage because over last two year I have been working with adult learners so it has allowed me to use grammatical metalanguage because most of my students have had good basis so it let me explore this grammatical metalanguage in my classes therefore most of the classes are in the target language Dealing with questions about grammar is one of my biggest fears in terms of teaching. I must state that departing from my personal experience, when I was asked for specific grammar, I frequently found myself unable to fulfill accurately the doubts of the students. I feel totally unprepared to face those kinds of situations. While I was taking the different courses within the ELT program, one of the biggest problems that I had was grammar and its rules; consequently, my writing skills did not develop academically and professionally enough.

*68- Can I evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication?*

Yes, I can since Harmer (2015) states that Yes I can evaluate and select grammatical exercises and activities to support learning and encourage oral and written communication, what I usually do is to look for specific topic as past simple I look for activities related to that topic in this sense learners can apply the grammar rules that past simple has

- **Vocabulary**

*69- Can I evaluate and select a variety of activities which help learners to learn vocabulary?*

Yes, I can from harmer (2015) the author claims that “when teaching vocabulary ,this is a major part of the teachers ‘craft ,we can show pictures to make meaning clear “I agree with this definition thus because I consider learning vocabulary as an important part of learning a language therefore I would say that I can evaluate and select a variety of activities that help learners to learn vocabulary, from my teaching experience when I used to work during my practicum classes with children I introduced new vocabulary with sets of flashcards containing images that children could relate to words, for obvious reason is different to teach vocabulary to children and adults because their brain structures work on different ways and the degrees of critical thinking are so different but from my point of view teaching vocabulary is essential for both type of learners according to harmer (2015) “the best way of learning new words is to get students to read texts or listen to audios or tracks the students see or hear those words in actions”

*70- Can I evaluate and select tasks which help learners to use new vocabulary in oral and written contexts?*

yes, I can; but honestly I do not use this type of activities very often in my classes what I generally do is to present the vocabulary of the lesson on the board if learners have question about that vocabulary I try to help them to discover by themselves what those words mean then I encourage learners to use that new vocabulary in future classes I always suggest learners to use all the vocabulary they already know from previous lessons. Vocabulary is the tool that helps the students to develop communicative skills in a language; to

speak and write a language. It is fundamental to enrich the vocabulary of the students in every class. In my experience, I used to give to the students new meaningful language, by doing activities such as bingo game every lesson as it turns to be useful for the students in their real life because they will not forget the new vocabulary as they will use it more often during communication in real situation. Furthermore, if you give the learners vocabulary that is more advanced and the function is not tied to the actual life, they will probably forget this new vocabulary because they will not find the use of it

*71- Can I evaluate and select activities which enhance learners' awareness of register differences?*

Yes, I can the activity that I used to enhance the awareness of register differences is the repetition drills which usually provide the necessary assistance for students to be aware of the phonological changes that they have to make in terms of pronunciation, intonation, and conveyed meaning. Repetitions are really important because practice is the only way to improve the way that we speak a language. It is important to say that learners rarely have the opportunities to practice the English language outside the classroom; therefore, we have to find the way to make them practice as much as possible during the classes

- **Culture**

*72- can I evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.).?*

Yes ,I can evaluate and select this activities ,thus what I often do in my classes is to mention some elements from the target language ,thus students can create their own concept about cultures and they can contrast both culture and they can know about events, facts that make us different from the united states America culture .

*73- Can I create opportunities for learners to explore the culture of target language communities out of class (Internet, emails etc.)?*

No, I can't ; I hardly ever implement this activity during my classes because I always communicate with students in class I do not have other time

or contexts to communicate with them always during sessions as a consequence I do not have the chance to implement these activities in my teaching experience however I have to mention that culture was the main factor for me to take the decision of learning a new language and to start the ELT program, so under my conception it is one of best tools to motivate the students to learn a new language. However, I did not use culture too much in my lessons but I know It is important for the students to recognize the value of their own culture and the value of other cultures to identify who they are and how they act in relation to the rest of the world. Also, it is useful to analyze the evident positive impact that a culture has on the global world and to take advantage of foreign culture in terms of personal and professional growth.

*74- Can I evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behavior'?*

No, I can't honestly I never do this type of activities as select material to show learners the differences between norms or behavior in sociocultural aspects since actually I am working with a population of adult learners they do not have this cultural aspect include on their needs, so they are only interested in learning the target language as main purpose in this case English speaking cultures. The way I give these opportunities is by talking about the culture with the students, encouraging them to look for more information on the internet. The idea is to expose the students to the positive aspects of the culture, and how the communities that speak this language have their own dialects and particular forms to use the language.

*75- Can I evaluate and select activities (role plays, simulated situations etc.) which help learners to develop their socio-cultural competence?*

Yes , I can when you are learning a language, you have not only to develop a target level of proficiency, but also there is a fundamental need to address the sociocultural aspect which is vital to be able to overcome communicative challenges in an appropriate way. It is important for the students to identify the similarities and differences of the sociocultural aspects of both languages because this creates a sense of identity and how the linguistic behavior should be according to the norms that every language and its culture links posture. For this purpose, texts that include socio cultural aspects are useful to raise awareness of the students. Also, the sociocultural



factors determine the type of language that a language user produces in every occasion as the incorrect use of this creates a disruption or even a misunderstanding in the communicative interaction

*76- Can I evaluate and select a variety of texts, source material and activities which help learners to reflect on the concept of 'otherness' and understand different value systems?*

Yes, I can think ;I would implement this action when working with children because in my opinion this concept which is otherness is very important to work with children in order to create an equal society thus I could work other concepts like values system

*77-can I evaluate and select texts, source materials and activities to make the learners aware of stereotyped views and challenge these?*

Yes, I can when I used to work with children I was very carefully with this aspect of stereotyped views because in that time I was working with children from different races so what I did was to talk to children and I said you must respect all the people from other races and be friendly with them Cultures generate stereotypes, some of them accurate and others completely mistaken. For this reason, it is important to know what actually happens with the cultures to avoid stereotypes. Society has created stereotypes to make a wall between social status which has generated misunderstanding and isolation of certain part of the population. The best way to eliminate this kind of situation is through the education and learning a new language is one of the best ways to discover and be exposed to different cultures to see how a particular population actually is; consequently, gaining understanding on the impact that a stereotype may have on the target population. I recognize the value of this particular issue, but I also have to say that I did not include this aspect in my classes, and it is something to reflect on and improve.

*78- Can I evaluate and select activities which enhance the learners' intercultural awareness?*

Yes, I can evaluate and select activities to enhance learner's intercultural awareness what I would do is to plan a class using elements from my experience as a student of licenciatura en lengua inglesa as CLIL method in order to implement a social science class where I could work aspects as



intercultural awareness in that way I would explore others aspects from cultures itself The intercultural awareness is really important for the learners to understand the value of different opinions connected to different cultures and to understand that none of them is above or below. This creates the sense of respect among cultures and ideas. I never had this important point in mind when teaching my classes and from now on, I will design the classes and define the goals of these classes having in mind this important aspect.

*79- Can I evaluate and select a variety of texts and activities to make learners aware of the interrelationship between culture and language?*

Yes, I can based on the fact that reflection is part of being a teacher I have seen that I do not pay enough attention to culture aspect so I would to implement this kind of activities in my classes because from my own experience as a learners I know that learning a language is intrinsically related to the culture of the target language Culture is tied with language and that is a fact that should be applied to the learning and teaching process of a new language. In my personal experiences, I should say that I have been aware of the relation between culture and language, but I never used this in the classes. Factors like time, curriculum, and particular standards to be achieved, take my process towards a different path, and it was not possible for me to take into account this undeniable link between culture and language.

- **Resources**

*80- Can I identify and evaluate a range of coursebooks/materials appropriate for the age, interests and the language level of the learners.*

Yes, I can do this what I often do is to think about the population I have in class so when I work with children I look for material related their interest like songs as the family fingers or movies like despicable 2, when I work with adults I look for material more complete like songs with the main idea learners can see concepts previously explained in class, I also use movies like war horse so as I said before, the materials are the tools to guide the learners throughout the process and it is important to know how to select the appropriate materials in relation to the age, level, and interest of the students. I selected the materials following the standards, interest and age of the students. This choice seemed to engage the students within the lessons

and activities giving them the motivation to learn and produce in the target language.

*81- Can I select those texts and language activities from course books appropriate for my learners?*

Yes, I can do this , based on the fact that I have received a good education or input during my experience as a learner ,so based on this background I would say that I can do this .but sincerity I hardly ever use this course books activities in my classes. Most of cases I select the appropriate materials for my learner from Internet because is a big database where we can find lots of course books of English for all the levels and ages of the students. In my case, I selected activities from Basic English course books with funny pictures and amusing activities for the students to create a motivating atmosphere of learning. It is important to say that the goals are a key aspect to be taken into consideration when you choose specific materials for learners and not validating this selection because you as a teacher feel more comfortable working with this material. Students should be the key factor when dealing with different aspects of teaching like the selection of appropriate materials and our role is intended to be facilitators.

*82- Can I locate and select listening and reading materials appropriate for the needs of my learners from a variety of sources, such as literature, mass media and the Internet?*

Yes, I can I would say that I can select listening activities and reading materials from a variety of sources in my case the most common source is the internet when I need to be more specific about a topic I go on internet and look for some information in order to complement a lesson or topic but as I said previously in other questions; in my case the most common and predominant source to look for information is internet; the internet is the tool that I used to select the materials for the lessons. In terms of listening and reading I selected materials from cartoon shows with basic dialogues, and then I transcribed the dialogues to paper in order to connect the listening and the reading activities. I did this because cartoons are funny and easier to understand.

*83- Can I make use of ideas and materials included in teachers' handbooks and resource books?*

Yes, I can make use of ideas and materials included in teacher's handbooks and resource books in fact I sometimes do this, thus what sometimes do is to use ideas from other books or even teachers to improve my teaching skills; in my opinion handbooks and resource books are great sources of ideas to develop the lessons. It is important for a teacher to have a handbook to have references and ideas from other colleagues to enrich the design of the classes. In my case, I used some short documents that facilitated the work with children in primary school and how to deal with aspects such as classroom management and motivation. The use of this sort of materials should be implemented in planned situations and not all the time, because classes cannot only depend on the use of a handbook. This decreases the confidence of the teachers and the confidence of the students towards the teacher.

*84- Can I design learning materials and activities appropriate for my learners?*

Yes, I can in fact as I mentioned before I have already done this in my classes when I worked with children I designed my own materials as flashcards or workshops thus when working with adults I do not design any activity so I always go to the internet to take activities and materials from it additionally In my experience I analyzed the level and interest of the students to look for activities appropriate for them. Internet is a big source of knowledge, but you do not always find what you want in terms of learning activities. In this case, as was previously mentioned I personally prefer to create my own materials by cutting and drawing images and designing my own activity papers. When you design the activities, you have the freedom to do exactly what you have in mind and the results are more accurate with the goals that you expect from the class. Handmade activities are the opportunity to test your own knowledge and capacities to design materials.

*85- Can I recommend dictionaries and other reference books useful for my learners?*

Yes, I can from my experience as a learner I have known some good references books from my professors that I can recommend for my learners or even I can recommend them some dictionaries that I have discovered on

internet that I consider can be useful for my learners therefore; this references books can help learners to clarify their doubts . Dictionaries are the most common tool when you are learning a new language and the right use of this will help you direct a good conversation in the target language. Still, there is an important aspect to be taken into account which is to be aware of the function of the dictionary in order to avoid dependency. In the first stages of the learning I recommend to use a bilingual dictionary as the mother tongue supports the learning of a second or foreign language; however, as soon as the learners develop a level of comprehension I recommend the use of a monolingual dictionary which provides definitions and not translations.

*86- can I guide learners to produce materials for themselves and for other learners?*

Yes, I can do this; in fact I would like to do this activity in one my of my classes I think it would be nice to implement this activity in class because I hardly ever do this; but I think I can do it maybe this activity could be good with children, due to when I worked with children I always designed the material but I have never implemented this activity during my teaching experience. I think the production of learning materials is a demanding task to be done for teachers and they represent even a bigger challenge for learners. Due to this, I have not taken the risk of guiding the students to produce their own materials. It is relevant to say that the production of learning materials is one of the best ways to test the knowledge of the students and it can be used as a final result for the curriculum. Production of this kind of materials demands monitoring and support that I do not cope with at this point of my process.

*87-can I select and use ICT materials and activities in the classroom which are appropriate for my learners?*

Yes, I can do this in in fact I sometimes use ICT material in the classroom consequently what I generally do is to use a computer to introduce the topic; for example is today's class is about family I select an activity related to it using ICT materials Throughout my practicum process, I had to use two different platforms on the internet for students to make some activities related to the use of English and to write a diary of their progress in the English classes. These ICT tools are great for the learning of a new language as it offers real exposure of audio visual materials to practice the pronunciation of the words and to reinforce listening skills with authentic audio samples.

*88- Can I design ICT materials and activities appropriate for my learners?*

Yes, I can but in my classes I hardly ever do this but I think it could be a good method to implement in a language class, what I would do it would be that I would design an ICT using videos where learners were asked to make a short video clip making a short presentation about them using verb be or simple I can design ICT materials and activities for my learners. During the ELT program I learned how to design online courses to make the classes more interesting for the learners and to show them how to work with resources on the web. I have to say that despite the fact that I know how to design activities for this purpose, I never designed these activities in my practicum process because the institution had its own online platform to work with and it was not necessary for me to design a new one.

*89- Can I guide learners to use the Internet for information retrieval?*

Yes, I can ;but I hardly ever use the internet in my classes because the institution do not provide the material in this case computers for each student to do this, additionally as I mentioned before my background is not so good in terms of system equipment or knowledge .The collection of relevant information through internet is a positive source for the students to look for specific information in a document. This process is complex because learners might be frustrated during the search and under my conception; it is a strategy to be used only in advanced courses

*90-. Can I use and critically assess ICT learning programs and platforms?*

No, I can't do this because I am not good dealing with programs or platform I just have a basic knowledge on these ICT 2programs I am able to do easy things like selecting material from the internet but not critically ICT programs When I was conducting my autonomous practicum course, I had to work with two online platforms, (USA learns) and to develop some activities for the students. One of those was related to the design of assessment tools to evaluate their level of English and it consisted of Students having to complete 20 stages and the institution placing the students in a specific level of English according to their results. The other platform was to write a diary where the students reported how their process was taking place and the perception that they had of the English class.

- **Identification of Learning Objectives**

*91- Can I identify curriculum requirements and set learning aims and objectives suited to my learners' needs and interests?.*

Yes, I can do this I always do this when planning for my teaching practicum subject I always must plan learning aims and objectives thus I must follow curriculum requirements of the School or any other institution therefore I am able to identify the requirements of a curriculum and establish the learning aims using needs and interest as reference.as was mentioned before I established the learning aims in my practicum classes based on what learners needed to learn and what they liked. This is important because it creates a balance for the students as it can make students feel that their preferences and interests are actually a base for the design of the program; of course connected to specific standards according to the curriculum of the institutions.

*92- Can I plan specific learning objectives for individual lessons and/or for a period of teaching?*

Yes, I can plan specific learning objectives for individuals lessons for a period of teaching; in fact I did it when I use to work at Hugo angel Jaramillo high school I had to design a set of learning objectives for a period teaching as a matter of fact I would say that it was a good experience that allowed me to gain some interesting teaching experience in planning learning objectives for lessons for a period of time; the design of objectives for individual lessons or longer segments during the teaching process was also necessary for me to do in my practicum ; consequently, it is important to have the competences to design objectives for specific periods of learning or for an individual class. It is fundamental for a teacher to have the knowledge and competences to design and anticipate learning factors that have influence in the effectiveness of learning a language.

*93- Can I set objectives which challenge learners to reach their full potential?*

Yes, I can set objectives which challenges learners to reach their full potential what I often do is to consider the population that I am working with then I design a set of objectives in order to motivate them to reach their full potential ;all of this comes from my teaching experience as a English teacher in Pereira. The idea when designing objectives is to challenge students to

improve their performance and to boost their potential. When I worked with the objectives that were set by the institution where I conducted my practicum process, I made sure that the objectives were demanding for the learners in terms of the expected improvement of their competences and skills. It is a key to clarify that the concept of demanding cannot transfer to the field of frustrating because the process will be inefficient if the objectives are out of the logical scope of the level of the students

*94- Can I set objectives which take into account the differing levels of ability and special educational needs of the learners?*

Yes, I can do this in fact I had to do this when I worked at Hugo angel Jaramillo high school so in that time I had in my charge a group of learners with different levels of ability, ages, races, economic condition and educational needs; thus it was called as an acceleration group where learners were older to be in 6<sup>th</sup> or 7<sup>th</sup> grade therefore I was asked to think about those learners and their issues at the moment of planning my classes thus I planned classes to keep all of them under the same learning rhythm so I would say that is was a good experience as a teacher because it gave the opportunity to use a group of particular objectives for learners with special educational needs.

*95 -can I decide whether to formulate objectives in terms of skills, topics, situations, linguistic systems (functions, notions, forms etc.).*

Yes, I can decide whether to formulate objectives in those terms as I mentioned before during my teaching life I did this objective activity it was during 2 years as primary and high school as a teacher thus I was challenged to design a curriculum unit in order to accomplish the requirements of Colombian ministry at that time therefore I had to design a curriculum paper for a 4 periods in which I applied concept from above .The target population is the main factor to decide the sort of objectives that should be established for the course. The level of the students indicates the factors to work on; aspects such as functions and linguistics aspects. The curriculum is another factor to have into account when formulating the objectives.

*96- Can I set objectives which encourage learners to reflect on their learning?*

Yes, I can I would say that I can do this, but in my opinion this activity requires a special type of learners what I am trying to say is based on my



teaching experience most of learners do not care about this type of objectives they do not think about their learning process they are always expecting that teacher provides everything thus just focus on teacher's performance no in reflecting on their learning process ;so in this point according to Riddel (2014) he claims that one of the aspects that makes a good student is to have some responsibility for their own learning and not to rely on the teacher; I totally agree with this idea since students are a vital component of the learning process thus the selection of objectives must related to them and at the same to motivate reflection on their learning process too.

- **Lesson Content**

*97- Can I structure lesson plans and/or plan for periods of teaching in a coherent and varied sequence of content?*

Yes, I can structure lesson plans for periods in these sense as I mentioned before during my teaching life I did this activity it was during 2 years as primary and high school as a teacher thus I was challenged to design a curriculum unit in order to accomplish the requirements of Colombian ministry at that time therefore I had to design a curriculum paper for a 4 periods when I applied concept from above so I can say that my performance on that activity was good since that was my first teaching experience I think I did it so good .This part was the base of my practicum process, to design structured lesson plans to conduct the classes in the appropriate way. During the ELT program, I had the opportunity to take a course named curriculum design where the teacher taught us how to design a lesson plan having in mind the content, the needs of the students, the validity between the activities and the expected goal of the lesson, and the period of time that was assigned. I must say that the validity in the lesson plans was the most demanding factor to me because I forgot the connection between activity and goals, and when I asked the students, results usually had nothing to do with the activities and lessons that I conducted. As I gained more experience I learnt the importance of validity and how to apply it to a lesson plan.

*98- Can I vary and balance activities to include a variety of skills and competences?*

Yes,I can ; I think that I can use different activities to include a variety of skills competences since; actually I I already took my practicum classes I



used this activities to be implemented on them, thus what I did was to use a balance when I kept learners occupy by using a set of different activities that activated the four skills and competences therefore I like to combine skills within the same lesson which helped me take advantage of time and engage students during the lessons. When I conducted classes to school graders, I used to teach the self-introduction making a balance among listening writing and speaking. The students listened to my self-introduction, then taking this as model they introduced themselves one by one and while one of the learners was introducing his/her self, the student besides wrote their peers' information in order to test their basic level of writing.

*99- Can I plan activities to ensure the interdependence of listening, reading, writing and speaking?*

Yes, I can according to Harmer (2015) points out that "teachers tend to talk about that there is some concern about separating skills in this way ,especially since they are seldom separated in real life" based on this I can plan activities to ensure the interdependence of listening, reading, writing, and speaking I sometimes do this during my practicum sessions, so I sometimes wok on each skill to consider interdependence factor so I try to plan meaningful activities for that skill chosen for that class consequently I would say that I can do this kind of activity .The independence among the skills is really important when learning and teaching a new language to ensure that students do not need the use a single skill to be able to develop the other skills. In this we as teacher should get benefits out of the connections and common things that the skills have among themselves. But making sure that they do not need

*100- Can I plan activities to emphasize the interdependence of language and culture?*

No, I can't as I mentioned before I never do this because of the method that I must follow where I work does not let me do it, thus I never use this interdependence of language and culture when I work with children because I consider it could be create confusion to them It is important to say that I never made emphasis in the dependence of language and culture. The connection between language and culture is really important, but it is more important to have into account the dependence that each of these has. This is important in order to identify the factors that tie cultures with languages,

but also to recognize those factors that belong only to culture and merely to the language without any sort of connections. By doing this, we avoid the creation of stereotypes in the society.

*101- Can I plan activities which link grammar and vocabulary with communication?*

Yes, I can plan activities which link grammar and vocabulary with communication, I think I already have implemented this activities in my classes what I normally do it use the material from institute the (world school) as face 2 face course I introduce the topic then explain about grammar if necessary, then I make students use that information in communication by asking question to them about the content of the class ;as another teaching example communication was the strategy to conduct all my classes as the idea was to help learners express their ideas with Basic English and grammar. I tried to connect the new vocabulary that I showed to the learner every class with basic principles of grammar with the purpose of communication, but never as an isolated topic because if the learners do not have a significant use for their learning, the knowledge will not be appropriately internalized.

*102- Can I plan to teach elements of other subjects using the target language (cross- curricular teaching, CLIL etc.).*

Yes, I can in fact I already have this particular activity in that time I worked at Hugo angel Jaramillo high school thus I was asked to plan and implement an English class using CLIL methodology, thus I can say that it was a good experience what I did was to select a content from biology as recycling is then I plan all the activities required and thus I could implemented this class using the target language in this sense this was an incredible experience for learners and even for me as an English user .another experience I had with CLIL it was When I conducted a period of practicum teaching with teenagers students , I had to teach computer science using the English language. I must say that I was not prepared to teach computer science using English and that the level of English of the learners did not support the development of the classes as it was expected. The students evidenced a lot of confusion because they did not know about technical terminology of computers and the target language was a frustration for them. I believe that the process was improvised; however, the idea of a bilingual education is excellent, but with a careful and better planning and preparation.

*103- I can identify time needed for specific topics and activities and plan accordingly?*

Yes, I can based on my teaching experiences from different places and institutes what I often do is identify when learners have some doubts or question about a specific content or topic for example in my experience learners sometimes confused between present simple spelling rules what I do is to plan activities that can help my students to solve those questions, it has worked to me until now.

*104- Can I design activities to make the learners aware and build on their existing knowledge?*

Yes, I can design activities to make the learners aware and build on their existing knowledge thus this is what I often try to implement when I have a new group I test students in order to know their existing knowledge I sometimes use speaking activities to see their speaking part or testing by using grammar activities to see the way learners use English tenses or some other times what I do is to build new knowledge in case learners have many gaps of the target language.

*105- Can I vary and balance activities to enhance and sustain the learners' motivation and interest?*

Yes, I can vary and balance activities to enhance and sustain learner's motivation and interest what I do is to ask to them first about what they like doing to have idea about their likes then I look for activities that they like to do and can keep motivation and interest during classes, this is what I usually do at the institute with young adults. As I said before in this self-professional reflection, the motivation is one the most important factor in almost every stage of life, even more in education as it is the engine which moves and encourages the learners to absorb new things and it is our responsibility as facilitators to create a good learning atmosphere. Also, it is a duty to design activities that motivate the students without forgetting the goals that should be achieved. I tried to design balanced activities that cover motivational and educational factors.

*106- Can I vary and balance activities in order to respond to individuals learners' learning styles?*

Yes, I can respond to individual learner's learning styles this is the way I do it sometimes some student's come to me and they say teachers I need some extra information about any topic because have some special needs as so teacher I need to develop my speaking skill because in 2 months I am going to travel I broad so I need to focus on speaking only thus I adjust classes to that specify need or requirement ;thus since every student has his/her own learning style and it is important for us as teachers to identify those learning styles to develop and design the type of activities that are going to guide the process of the class. I liked to ask to the student for their preferences when they were learning a new topic and some of them showed sympathy towards group-work because they had the support for learning. Others preferred working by themselves, but with a monitoring from the teacher. I tried to design the activities thinking on what they preferred.

*107- Can I take on board learners' feedback and comments and incorporate this in future lessons?*

Yes, I can do this descriptor; in my point of view learner's opinions and comment is a very important topic to me what I commonly is to think about them about their opinions towards the class itself to modify my classes thus I can consider their comments to reformulate my classes or change methodology with the main idea of incorporating this information in future lessons. We as language teachers have to take on board learners' comments and opinions about the class in order to improve and make the necessary changes in the way that we conduct a lesson. Students are not the only population that has to improve and change in their learning process, we as teachers have to receive the comments and feedback in order to be better language facilitators and professionals.

*108- Can I involve learners in lesson planning?*

Yes I can, involve learners in lesson planning I already mention how I do this by asking them what are their expectations of a foreign language, by asking them some other questions such as why are they studying English , what elements they want to include in an English class and so on

- **Lesson Organization**

*109- I can select from and plan a variety of organizational forms (frontal, individual, pair, and group work) as appropriate?*

Yes, I can in my opinion the organization of the students in the classroom is a factor that helps to develop the activities in the appropriate way. I used to organize the learners in semicircles or a “U” shape when I needed to interact with them. Also, I organized them in groups creating a more individual atmosphere, monitoring needs of every group and answering their specific questions.

*110- Can I plan for learner presentations and learner interaction?*

Yes, I can plan for learners presentations and learner interaction this is the way I do is necessary to mention that I have conducted this activity with young adults what I usually do is to ask learners to think about their favorite person in the world thus they must prepare an oral presentation about that him, or her in order to star interaction and then we all discuss about those presentations and why they chose that people It is important to set up the classroom and the learning environment for presentations and interactions of the learners. Presentations are demanding and often frustrating activities for students, so the atmosphere and the organization of the classroom are very important to make the experience of presentations and interaction more comfortable.

*111- I can plan when and how to use the target language, including metalanguage I may need in the classroom?*

Yes, I can plan when and how to use the target language and metalanguage in the classroom I always include metalanguage in my advanced classes well is necessary to mention that actually I have different roles in my life one of them is an English teacher at a language institute in Pereira and I am also talking my practicum session so I have the opportunity to interact with 2 type of learners; talking about classes at institute I always implement metalanguage in my classes, on the other hand at practicum classes I cannot do this because they are first graders thus they are just starting a learning process The use of language in a classroom is an important factor, even more when the level of English of the students is low. In my

experience, I use the Spanish to provide explanations and give clear instructions about the activities that were proposed. On the other hand, under my conception it is important to use the rest of the time in class using the target language to provide exposure to listening and to guide students in the use of the language.

*112- Can I plan lessons and periods of teaching with other teachers and/or student teachers (team teaching, with other subject teachers etc.)?*

Yes, I can but it is necessary to mention that until now professionally I have not had this interesting teaching experience since most of the time I work alone but I really want to do this to share colleague's ideas and thinking's about teaching and learning a foreign language it would be great to me to do this; however before I started my practicum process, I joined some other teachers to get some assistances and strategies to design the lessons. Working in teams with other students and teachers from the ELT program is useful to enrich the tools that we have for planning; also, the experience of others gives us a model to follow in terms of problem solving strategies and it is also important to share negative experiences in order to avoid their presence during a lesson.

- **Using Lesson Plans**

*113- Can I start a lesson in an engaging way?*

Yes, I can it depends on the context when working at school practicum classes for obvious reasons I have to start classes in an engaging way I often do is to use a song to introduce the topic and create expectation to the class or sometimes I use a set of flashcards to engage children; during the beginning of a lesson, it is crucial to engage the learners. The way you start a lesson will give the learners a perception of how the rest of the lesson will be; therefore, it is important to be creative at the beginning of the lesson. In my experience, I used to take the part of the lesson that I found the most interesting for students and I designed and implemented a warm-up activity with the students. These activities are important because they activate students' brains and willingness towards the lesson.

*114- Can I be flexible when working from a lesson plan and respond to learner interests as the lesson progresses?*

Yes, I can during some classes at the institute or even in schools I must be flexible with some contents or topics because students are engaging about something out of the class thus I let them explore their ideas because they are using the target language; I would say that I do not have any problems about being flexible with lesson planning issue. As a teacher we should be flexible in our lessons and identify when something is not correctly working in the lesson. Besides, when the motivation of the learners is decreasing, it is totally unacceptable not to change something if the situation presents a clear requirement. We, as teachers, must know that a class is changing and the interest and motivations often appear and disappear within short periods of time, so we have to protect an open-minded attitude and execute upcoming changes to raise the motivation of the students and the success of the class.

*115- Can I ensure smooth transitions between activities and tasks for individuals, groups and the whole class.?*

Yes, I can I think that sometimes is necessary to take some smooth transition during a class with the idea of permitting learners some useful time to assimilate class content and concepts ;the transitions between an activity and a task are really important and it should be done smoothly by giving the learners the chance to change their brain attitude with the intention of facing the task with the same motivation of the previous activity. The idea is to avoid stress in the students to ensure that they will work with the same level of interest and dedication. It is important to know that the change between activities and tasks does not always function and we have to be prepared to solve unexpected situations.

*116- Can I adjust my time schedule when unforeseen situations occur?*

Yes I can but until during my 4 years as an English teacher in Pereira I have not had to deal with those unforeseen situations but if necessary I think I can do it and I would be able to adjust my time schedule

*117- Can I time classroom activities to reflect individual learners' attention spans?*

Yes, I can what I try to do is to be very attentive to observe when learners are presenting attention spans therefore when it happens with children what I do is to present them activities that can be keep them mentally



occupied based on the fact that many authors affirm that attention spans occur when teacher do not present meaningful activities that can catch children or learner's attention ;since as was mentioned previously when working with children or even with adults attention spans occur very often and even more if we consider that children are focus on here and now

*118- Can I finish off a lesson in a focused way?*

Yes, I can according to Richards and Lockhart (1994) they talked about how lessons are organized into segments or sequences and how those momentums of a lesson are achieved ,they also described lesson as a distinguishable events and divided a lesson in four dimensions opening, sequencing, pacing and closure based on this I would say that I can finish off a lesson in a focused way, but I do not pay much attention to the way I finish off a lesson it would be so interesting to me how finish off classes in a focused way because as I mentioned before I hardly ever consider this issue so based on this reflection I am going to be more careful about the form I finish off classes because the concept of finish off lesson in a focused way sound very interesting to reflect on.

- **Content**

*119-. Can I present language content (new and previously encountered items of language, topics? etc.) in ways which are appropriate for individuals and specific groups of learners?*

Yes ,I can present language content using ways that are appropriate for individuals and specific group of learners in fact what I usually do is to ask learners about topic they like, thus I can present language content using those topic to catch their attention depending on the groups of learners thus talking about new and previous language topic what I often try to do in my classes with adults is to use previous knowledge in order to combine it with new knowledge so I consider learners can mix both knowledge previous and new I presented content in a way that I feel the learners would be comfortable, trying to be clear and precise in the presentation of new content. It is successful to connect new content to previous content as it helps students to make mind connections and understand in a better way.



*120- Can I relate what I teach to learners' knowledge and previous language learning experiences?*

Yes, I can according to Brown (2006) "one very important idea for teachers is that people's prior knowledge has an effect on their cognition" so the answer is yes I can do this as was reported before when learners come to classes they are not alone because they carry with them a group of previous life experiences, believes from other teaching experiences and knowledge too; what I usually do is to question students about their previous teaching experiences asking for some specific information like who was your teacher, what did she- he do? How was your experience on previous classes at school or any other language institution? As I said before, the relationship between what is taught in a classroom and what was taught in the past helps the students to create a sequence in their learning process as they take parts from the previous knowledge to advance the current one

*121- Can I relate what I teach to current events in local and international contexts?*

Yes, I can relate classes to current events in local and international contexts what I sometimes do in my classes at institute is to ask about current events from Colombian context thus I say class what do you think about violence in Colombia therefore they express their ideas about this issue and some other topics like peace, sports, music, places, family, love or life itself .The local and international contexts provide fundamental information to be implemented during the development of a class; moreover, if they can offer positive implications for practice in our particular context. I should say that I do frequently use the local and international context in classes, yet I used them in some classes to contextualize students with the conception of the current world

*122-can I relate the language I am teaching to the culture of those who speak It.?*

Yes, I can relate the language I am teaching to the culture of those who speak it this is what I sometimes do with classes at the institute, I sometimes mention that culture of the united states or British culture are different than ours; thus learners can see different points of views and conception from life but personally I do not focus on this very often since culture is not part of the

course. Language and culture are factors that I have a special connection with, and deriving from the conception of the language as an essential part of the identity of a culture; we as teachers have to take advantage from this aspect and engage the students to the learning process through exposing the culture of the target language. When you use culture in your classes, the learners are involved, and want to know more about the culture through the language.

- **Interaction with Learners**

*123- Can I settle a group of learners into a room and gain their attention at the beginning of a lesson?*

Yes, I can settle a group of learners into a room and gain their attention at the beginning of a lesson but from my experience I have 2 different points of view so when I work with young adults at the institute learners always are paying attention so it does not require much effort to catch their attention on the other hand when I work with first graders is totally different for obvious reasons so it takes me more time to gain their attention. Interaction with students is a fundamental part of teaching and learning process itself and the way you act as a teacher in front of the students will guide the relationship between the two sides during the period of classes. I used to have the best attitude at the beginning of the class in order to transfer it to the learners to make them gain interest in the lesson which actually worked really well as the students were willing to go inside the classroom for the class.

*124- Can I keep and maximize the attention of learners during a lesson?*

Yes, I can keep and maximize the attention of learners during a lesson based on my experience I have 2 different points of when I work with young adults at the institute learners always are paying attention so it does not require much effort to catch their attention on the other hand when I work with first graders is totally different for obvious reasons so it takes me more time to gain their attention but finally I can do it by using varieties activities since I know that working with children requires several actions to keep them on activate mode and maximize their attention as much as possible To keep and maximize the attention of the learners I presented a highly motivated impersonation during the whole class which showed the students that what they were learning was really important for me as a teacher and for them as learners. Activities also have a big role in this factor. A good activity supports

the raise of the levels of attention and interest of the students, for this purpose, activities should be short, simple, and enjoyable.

*125- Can I be responsive and react supportively to learner initiative and interaction?*

Yes, I can be responsive and react supportively to learner initiative and interaction when it happens I let learner's interaction flows and I participated if they have a doubt but I try to let them interact using their ideas and opinions we as teachers should support the students' initiatives and reactions. It is important to have a positive response to the students when they try to interact and participate actively in class as this will give them the confidence which permits spontaneous participation; otherwise, it would be a frustrating factor for them as learners and the participation will be too limited and unsuccessful.

*126- Can I encourage learner participation whenever possible?*

Yes, I can do this but is necessary to mention that sometimes in my classes to do this activity is very complex since learners are totally different and some of them are very timid and they do not like to participate in class much or they have no the language level to participate but I try to encourage learner to participate every time because I used to encourage the learners to participate as much as possible in class, and even outside class. I used to talk to them in English outside the class to provide opportunities for speaking. The activities that I developed were designed to keep all the students actively participating

*127- Can I cater for a range of learning styles?*

Yes, I can since what I have received enough input from my mentors I would say that I can cater for a range of learning styles what I often try to do is to determine what kind of learning style dominated student's in order to select activities that correspond to that learning style

*128- Can I make explicit and help learners to develop appropriate learning strategies?*

Yes, I can since every person is a different world therefore every single person has his her own learning strategies in terms of learning a language; so I would say that Yes, I can make explicit and help learners to develop

appropriate learning strategies by considering what tactics result more effective when they are learning what I often do is to think about those learning strategies that make student can learn effectively thus I can say that I tried to help the students in finding their own and personal learning strategy. I used to ask to the students for their personal studying practices to see how easy or complicated learning was for them, and I also tried to give key points to facilitate the way they could potentially learn.

- **Classroom Management**

*129- Can I take on different roles according to the needs of the learners and requirements of the activity (resource person, mediator, supervisor etc.)?*

Yes ,I can since as teacher sometimes must play different roles at the same time so I would say that I can play roles according to the needs of the learners and requirements of the activity in my opinion this concepts is very related to those teacher that work with children thus teachers must play different roles as well; sometimes is necessary to start thinking about children as a friend some other times is essential to act like a psychologist or sometimes is necessary to be a mediator in conflicts It is important for teachers to be able to combine roles inside the classroom. Students have different needs in a class; therefore, the teacher has to impersonate different roles according to the needs of the learners. In the classroom I was a facilitator when they needed guidance, a supervisor when I needed to control the progress of the activities, and a mediator when a negative situation occurred during the lessons

*130- Can I create opportunities for and manage individual, partner, group and whole class work?*

Yes, I can; I think that I can do this based on my teaching experience what a can say is a teacher must be able to identify opportunities to work in groups, or manage individual activities thus based on my experience I sometimes see the opportunity to implement individual work or sometimes I decide to use a group work so my point is teacher creates the context to conduct his her lesson depending on the circumstances he is facing in certain moment The layout of the classroom facilitates the management of an overall class as you can check and monitor students´ work whether it is individual or in groups. The type of activities make your work easier or more complicated

and you have to identify the way your students' learn the best, and based on this, design the activities.

*131- Can I make and use resources efficiently (flashcards, charts etc.)?*

Yes, I can make and use some simple resources such as flashcards, charts etc what I often do is to design my own simple resources and I use that material effectively When I was conducting my guided practicum, I used a whole bunch of flashcards and they were useful to engage the learners as it is easier for them to interact with an image that represents a given word and the class became more tangible. I should say that I used flashcard efficiently because students showed some positive proofs that support the outcomes through the use of them. It is important to say that I handmade some of the flashcards.

*132- Can I manage and use instructional media efficiently (OHP, ICT, video etc.)?*

Yes, I can according to Harmer (2007) he states that "if we want to manage classrooms effectively we have to be able to handle a range of variable and these type of technological activities are part of these issues based on this I would say that I can do this but only with simple material due to as I mentioned before I am not good at ICT complex activities like designing web pages or videos in my autonomous practicum I used some simple computer activities in the classroom to develop some activities that were included within the curriculum of the institution. I think that I used this resource in an efficient way because I followed the parameters that were established for executing these simple activities and the results were evidently positive.

*133- Can I supervise and assist learners' use of different forms of ICT both in and outside the classroom?*

No, I can't since this is a personal reflection and being reflexive and analytic is very important for a teacher and even more important in terms of language education I have to be honest and I have mentioned many times that I am not really good at ICT and its different forms consequently I hardly ever use these forms in my classes with children and adults in and outside the

classroom so ICT is one aspect that requires more practice thus aspect is going to be mentioned at the end of this exercise

- **Classroom Language**

*134- Can I conduct a lesson in the target language?*

Yes, I can ;in fact when working at the institute I gave most of the classes using the target language however at practicum classes in not possible to do this since children are just starting their learning process related to learn English as a foreign language however what I try to do with these children is to introduce simple phrases like good morning, bye-bye, how are you today in order to provide input as much as possible .To conduct a whole class in the target language is a demanding issue; even more if the level of the learners is low. Still, I tried to do my best in this factor by using the target language as much as possible during the lessons. I must clarify that the instructions of the activities were given in the mother tongue in order to avoid misunderstandings and confusion to execute the activities.

*135- Can I decide when it is appropriate to use the target language and when not to?*

Yes I can; considering my experience as a teacher at 3 English institutes I would say that I can decide when is appropriate to use the target language in class therefore I use the target language most of the time I only use code switching when is necessary to explain a complex structure as grammar explanations that require a clear explanation as I said before, there are some moments of the lesson when a teacher needs to use the target language, and some to use the mother tongue of students in accordance to the level of the students. For instance, the instructions for the activities should be given in L1 because if a student does not clearly understand the instructions of an activity, then, they will not be able to perform a given task in the classroom. During the lesson, the monitoring and advising should be conducted in the target language because of the exposure it provides for the development of the students' listening skills

*136- Can I use the target language as metalanguage.?*

Yes I can use the target language as metalanguage the way I usually do it is being patience and waiting that learners have the tools to start using

the target language but first I present them the tools or the categories using phrases as this is a noun, a verb an adjective, a preposition an article so that's the way I use metalanguage in lessons

*137- I can use various strategies when learners do not understand the target language?*

Yes, I can use various strategies when learners do not understand the target language what I sometimes is pantomime, body language, gestures guessing activities or sometimes ask them to use dictionaries thus those are some of the strategies I sometimes use in my class When students do not understand the target language, I first used L1 because I believe that the use of the first language when teaching a foreign language is positive in some specific situations. In my experience, I have realized that learners get frustrated when the teachers keep pushing them to use the target language when they are not capable of after several tries and at that point it is necessary to use L1 as a tool for them to stay engaged with the lesson.

*138- Can I encourage learners to use the target language in their activities?*

Yes ,I can encourage learners to use the target language in their activities what I often do is to mention them that English idiom is very important and it is very important for different contexts so they should study very hard to learn it so I encourage them to use it under different situation in their daily lives activities by mention them some of the advantages that represent knowing another language as English .As a teacher of English, I always try to encourage the learners to use what they have learnt as much as possible. Nevertheless, it is not easy to do it as students often lack of confidence to use the target language while they are performing an activity. For example, during my practicum, students used to speak in the first language among them to facilitate the activities; however, there were few students that tried to use the target language when working on activities.

*139- Can I encourage learners to relate the target language to other languages they speak or have learned where and when this is helpful?*

No. cannot I do not have students with those characteristics but I would like to say that It is helpful for the students to relate factors from their own



language with factors of the target language. True or false cognates are one of the aspects that can help students cope with the understanding of the new language. It is important to say that cognates are a double edge sword because they can be an important support when understanding a text, but they can also create confusion if learners do not identify when they are true or false.

- **Learner Autonomy**

*140- Can I evaluate and select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles?*

Yes, I can evaluate and select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles in fact I have implemented this activity during my teaching experience thus what I did was to bring a workshop containing some question about those issues from above so students could think about their learning processes and reflect on their learning styles Self-reflections are key to improve our professional development. It is also highly positive for students as they also need to reflect on their work in order to be aware of their strengths and weaknesses. I have to say that I never designed or selected a single activity to do so during in my experience as facilitator and again, it is something that I have to include to my portfolio of things to do and improve in order to be a better teacher.

*141- Can I guide and assist learners in setting their own aims and objectives and in planning their own learning?*

Yes , I can I would say that I can evaluate and select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles but I would say this concept is very abstract based on the fact some students consider these as boring issue in my opinion I think that it is very idealist it does not happen in real life because is very difficult to have things in commons if I think about a class which a teacher comes to a high school class and say good morning class think about your objectives and plan the way you want to learn English in my humble opinion that is impossible to implement ;but I think it would be very interesting to plan a lesson considering aims and objectives that learners have I consider it would be a nice motivation for students to design their own objectives for the target language.



*142- Can I evaluate and select tasks which help learners to reflect on and develop specific learning strategies and study skills?*

Yes, I can say that I say before maybe it could be possible in a different setting what I would be is to use a sample of 5 learners with the main idea of knowing about what specific learning strategies they use on their processes I never select tasks in terms of reflections; nevertheless, when you evaluate the results of a task you want to analyze those results and dialogues with your students to know what is happening to them in terms of learning. These interactions could be perceived as a reflection about the effectiveness of the learning strategies and how they prepare for a task or an exam. Apart from this, I never selected something specific regarding the concept of reflection.

*143- Can I assist learners in choosing tasks and activities according to their individual needs and interests?*

Yes, I can assist learners in choosing tasks and activities according to their individual needs and interests since task is a very important issued to measure knowledge what I often do at institute classes is to select tasks that are connected to the topic of the class; using individual needs of learners I suggest them some task that I consider important to fulfil and objective or solve a learning problem but being honest The needs and interest of the students are key factors when choosing the tasks for the learners. I was in charge of selecting and I never assisted students to choose their own tasks or any other activities as that obligation was carried out by me all the time during the teaching period of time.

*144- Can I help learners to reflect on and evaluate their own learning processes and evaluate the outcomes?*

Yes, I can ;I would say that I can help learners to reflect on and evaluate their own learning processes and evaluate the outcomes I also can say this concept is very abstract based on the fact some students consider these as boring issue; in my opinion I think that it is very idealist it does not happen in real life because is very difficult to have things in commons what I would do is that I would select a sample of 5 students that represent the whole group in this sense I would conducted the stamen before mentioned During my period as a student in the ELT program, reflections were key to improve my skills and

competences and it is important to reflect in an honest way checking every aspect of our process. In addition, it is important to be evaluated in an appropriate way. Saying all this, I have to report that I never guided students to perform a real reflection on their process and those thinking processes support first the identification and second the improvement of weaknesses of any given activity, in this case teaching a foreign language

- **Homework**

*145- Can I evaluate and select tasks most suited to be carried out by learners at home?*

Yes, I can evaluate and select tasks most suited to be carried out by learners at home what I often do is to implement this activity with children thus I select tasks from sources as the internet to give learners in order to practice topics seen class in this sense I sometimes design my own homework activities so I design those activities to children work at home ;I also want to express that homework is a vital part of the learning process because it reinforces the knowledge of the learners and maintains a connection between students and schools when they are at home.. Homework is important to keep students constantly connected in the process; therefore, I selected tasks according to the needs of the lesson and according to what I want them to reinforce.

*146- Can I set homework in cooperation with learners?*

Yes, I can I would say that I can do this but from previous question I only design homework for children I never cooperate with any kind learners to do this cooperative homework; however some homework requires the opinion of the students and it is important for a teacher to collect information from the learners in terms of what is more difficult for them in the learning. This helps to fortify the problematic topics, and to adequate the homework to what the teacher wants and expects to see as outcomes since cooperation is vital in terms of language education.

*147- Can I provide necessary support for learners in order for them to do homework independently and assist them with time management?*

Yes, I can ;I would say that I can provide necessary support for learners in order for them to do homework independently and assist them with time management I think that it could be useful to me in terms of future jobs since when I graduated I would like to apply for a full time job in a high school in that sense I could be implement that kind of homework assessment with time management even I would say that this homework activity could be good to use in university settings with learners that have certain language level tried all the time to help and support the students in every factor of the classes, and homework was not the exception. I remarked to the students about the importance of doing the homework in an independent way and I supported them in the process. I was concerned about the making of the homework, and I asked to the students if the homework was easy or difficult for them in order to analyze and make the necessary adaptations about the selection of the homework according to the established aims of the lessons

*148- Can I assess homework according to valid and transparent criteria Projects?*

Yes, I can. the evaluation of the homework is really important for the teacher and for the students in order to have an indicator that proves learning. The way of evaluating should be valid and clean so I tried to focus on the legitimacy of the evaluation as I merely evaluated the aims included in the lesson plan. For example, if I am evaluating the conjugation of the verb to be, I never give a failing grade for inaccurate spelling if the conjugation itself is correct because I set the parameters of evaluation previously and something different would be invalid. Another important factor in evaluation is the objectivity, it is a key to select homework in terms of objectivity and never subjectivity because this does not allow evaluating clearly.

- **Projects**

*149- Can I plan and manage project work according to relevant aims and objectives?*

No, I can't since I have not had the opportunity of doing this during my teaching practice because of I have never been a full time teacher I would say that I cannot I plan and manage project work according to relevant aims and objectives in fact I would like to do this type of project work the planning and managing of projects is something demanding for me at this point and I have

to say that I am doing this important reflection because I have had major problems regarding the design and implementations of projects. I simply cannot plan or manage a project for others

*150- Can I plan and organize cross-curricular project work myself or in cooperation with other teachers?*

No. I can't due to I have not had the opportunity of doing this during my teaching practice because of I have never been a full time teacher I would say that I can I plan cross-curricular project works myself or in cooperation with other teachers I want to mention that this particular issue call my attention because I really like animals thus I would like to design a cross- curricular project in which I could teach children how make a good care of animals and plants.

*151- Can I assist the learners in their choices during the various stages of project work?*

Yes, I can I think that I can I assist the learners in their choices during the various stages of project work because I consider that I have developed my English level and teaching skill, so it would let me to assist learners if necessary during various stages of that animal cross-curricular project in fact I would like to do this type of project work

*152- Can I encourage learners to reflect on their work (diaries, logs etc.)?*

Yes, I can encourage learners to reflect on their work diaries ,logs, etc since this activity is imaginary I would be able to do this I would encourage learners to keep a notebook note when learners could put all the information related to this animal project thus I would be monitoring constantly learner's develop of animal project To reflect on what we do in a project is really important in order to take control in a suitable form because projects are probably the most demanding thing to conduct in education; hence, projects need all the attention and dedication. I must say that I am not prepared at all to help the students in this field, and I have to improve my skills to be able to help the students in reflective skills regarding projects in the future

*153- Can I help learners to use relevant presentation tools?*

Yes, I can I help learners to use relevant presentation tools but only if relevant presentation tools refer to elements like oral presentations, simple presentation individual or even in pairs, or power point presentations but it also necessary to consider that I do not use this presentation tools very often for obvious reason since children do not have the required level and critical thinking to do this and adults sometimes can be very shy due to several reasons like pronunciation lack of vocabulary and grammar structures therefore this topic as relevant presentation tools is not a very common topic to me and my teaching experience but I think that I would be able to show some models of presentations to the learners for them to have a reference

*154- Can I assess the process and outcome of project work in cooperation with learners?*

Yes, I can I assess the process and outcome of project work in cooperation with learners what I would do it would be monitoring constantly learner's develop of animal project because I would be working with learners as a group because animals are my passion ;thus I would be attentive to outcomes or results and it would be make me happy of my students production

- **Portfolios**

*155- Can I set specific aims and objectives of portfolio work (for coursework, for continuous assessment etc.).*

Yes, I can so I would say that I can set specific aims and objectives of portfolio work (for coursework, for continuous assessment since I have not had to possibility of implementing this activity in my classes I can give my point of view as a learner that did this activity I can say that is a good tool because it provides continuous assessment so I would be able to do this in future teaching experiences I think it would be another good idea to implement for English classes since this type of activities provide meaningful feedback During my guided practicum, I had to create a portfolio with all the evidences of my process and it was interesting and important for me because that portfolio was the compilation of my process and performance as teacher. Also, my tutor could see the materials and resources that I used in class. I must also say that I have not had the requirement or the chance to work with portfolio in my classes, so I do not have experience to say if I am able or not in setting this kind aims for this kind of work.

*156- Can I plan and structure portfolio work?*

Yes, I can plan and structure portfolio work since during my degree I have received the best information from my professors and authors I would say that I can do this activity from above I think I already have the level required to work with a population that have an advanced level I can probably plan a portfolio work using my own experience when working with my own portfolio as a learner. But I have to say that I have never tried to do something like this in my experience as a teacher, so I cannot be sure If am able to do it efficiently or not. I believe that if I follow the model that was used on my own portfolio, then I would be able to structure a decent portfolio work with my students.

*157- Can I supervise and give constructive feedback on portfolio work?*

Yes, I can supervise and give constructive feedback on portfolio work though I have not had to possibility of implementing this activity in my classes I can give my point of view as a learner that did this activity I can say that is a good tool because it provides continuous assessment so I would be able to do this in future teaching experiences I think it would be another good idea to implement for English classes since this type of activities provide meaningful feedback and I think that English teacher must come to classes all this set of new materials and different resources that technology offers In this part, the previous experience with my own portfolio when I was learner is also useful to supervise and give feedback by following the model and the way that my tutor oriented my work. I can say that the only tool that I have in this moment to try to supervise and construct feedback is following what others did as a model

*158- Can I assess portfolios in relation to valid and transparent criteria?*

Yes. I can ;evaluating portfolios is not an easy task; nevertheless, if I have the aims and objectives that were established from the beginning of the period, I would probably assess the portfolios with the validity and transparency that they deserve. I am reflecting on this part, departing from my inexperience in this particular issue because I have not worked with portfolios of the students before. Still, I believe that I have the necessary competence to do a good job assessment procedure regarding valid and transparent criteria.

*159- Can I encourage self- and peer assessment of portfolio work?*

Yes, I can I encourage self- and peer assessment of portfolio work sincerely as was mentioned previously I have not implemented this portfolio activity in any of my classes but I would like to do it because this type of activities provide meaningful feedback and even more interesting if this time I can consider peer assessment because it gives the opportunity that learners to share information and experiences at the same time and they can compare and contrast their ideas since portfolio is an emerging element in teaching languages. I strongly believe that learning processes need to be encouraged by the teacher while the learners start and consolidate their autonomy to do it by themselves without any external advice.

- **Virtual Learning Environments**

*160- Can I use various ICT resources (email, web sites, computer programs etc.)?*

Yes, I can use various ICT resources such as email, web sites, computer programs etc I think that English teacher must bring to classes all this set of new materials and different resources that technology offers from ICT approach ; what I sometimes do in my classes at institute is to use some basic ICT resources like power point presentation or the most common ICT resource that always use is word which can be included in computer programs category and it has worked with young adults ;some other times another ICT that use is to play movies, songs it works when working with children In my experience as a teacher I used resources such as emails, and computer programs to develop a specific part of the class that I had to conduct. Emails permit the interaction with the learners and the exchange of activities and procedures to be revised and addressed in the coming classes. Computer programs help to motivate and expose the learners to authentic material of the target language, this software acts as bridges to connect the learners to the culture and the atmosphere of the target language

*161- Can I advise learners on how to find and evaluate appropriate ICT resources (web sites, search engines. computer programs etc.).*

No, I can't , I can only advise learners on how to find and evaluate appropriate ICT resources (web sites, search engines. computer programs etc



but only with simple activities because I have mentioned many times that I am not really good at system subject

*162- Can I initiate and facilitate various learning environments (learning platforms, discussion forums, web pages etc.).*

Yes, I can initiate and facilitate various learning environments (learning platforms, discussion forums, web pages, in fact what I have plan in a near future is to conduct a class at Suroriental school consequently I am going to use this concept which is learning environments to present an activity in which learners are going to use a basic computer program to draw images and related those images to phases like a red banana, a yellow lemon; on the other hand I am also going to plan an activity to be conducted at the institute by using a web pages that the institute has on the internet During my practicum process, I used a virtual platform called “USA learns” where the students had to develop some stages of English and I monitored the process through the platform every week in order to make sure that the students did their job. To make this activity successfully, students should have sense of autonomy. I had some problems with some students that did not work in the platform, because they just worked inside the classroom.

- **Extra-curricular Activities**

*163- Can I recognize when and where the need for extra-curricular activities to enhance learning arises (learner magazines, clubs, excursions etc.)?*

Yes, I can I recognize when and where the need for extra-curricular activities to enhance learning arises (learner magazines, clubs, excursions et, in this way what I often do when I .detect this issue is to talk to my students from institute and I mention them some extra activities like conversation clubs that the institute offer them to cover their needs In the first semester of the ELT program, I used to go to some conversation clubs where learners spoke about some topics with the purpose of improving the speaking skills. These sort of extra-curricular activities are great and useful for learning. By using these activities the learning process becomes more enjoyable for the learners and the stress that education creates on the students is reduced. In my



personal experience, i have not done extra-curricular activities, but I surely will do some from now on.

*164- Can I set aims and objectives for school trips, exchanges and international cooperation programs?*

No , I can't set aims and objectives for school trips, exchanges and international cooperation programs for obvious reasons I have not implemented this activity in my class Schools trips, exchanges and international cooperation institutions are totally new issues to me, and I do not have the knowledge or the experience to deal with those aspects, so I cannot set aims or objectives related to these important but unknown factors to me. but what I can say it would be nice to plan an activity for this issue what I would do it would be proposed an activity where learners are planning a trip thus I could set aims and objectives for this particular topic

*165- Can I help to organize exchanges in cooperation with relevant resource persons and institutions?*

No, I can't do this based on the fact that I do not have much information about this issue either many contacts or people to organize exchanges I would say that I can help to organize exchanges in cooperation with relevant resource persons and institutions what I would do it would be to look for some information related to this issue then I would establish the connections required for this

*166- Can I evaluate the learning outcomes of school trips, exchanges and international cooperation programs?*

No, I can't unfortunately I have not had the opportunity to explore this type of activities in my classes in any situation children, adults or teenagers I would say that I can evaluate the learning outcomes of school trips, exchanges and international cooperation programs what I would do it would be to look for some information related to this issue then I would evaluate all the components involved in this extra-curricular activity trying to be very careful with the outcomes because most of the activities that I know are measured by results

- **Designing Assessment Tools**

*167- Can I evaluate and select valid assessment procedures (tests, portfolios, self-assessment etc.) appropriate to learning aims and objectives?*

Yes, I can consequently I would say that I can evaluate and select valid assessment procedures (tests, portfolios, self-assessment etc.) appropriate to learning aims and objectives although I hardly ever do it ,since the most common assessment procedure that I use it written activities but I would like to mention that it would be nice to me start using some procedures as assessment into my classes personally I would like to design an assessment tool related to the use of portfolios because I consider that it would be good to observe learners development through this assessment tool ;The importance in the assessment is to have coherence when you are analyzing the outcomes from the learners, to have into consideration the aims, and the connection between standards and what is being evaluated. If this process is done in an appropriate way, then all the process will be valid.

*168- Can I negotiate with learners how their work and progress should best be assessed?*

Yes, I can negotiate with learners how their work and progress should best be assessed in fact I often do this during my teaching experience working with adults thus what I do first is ask learners they agree with the assessment used to evaluate their work and progress then both members of learning process teacher and students we negotiate to have aspects in common since I am not that kind of strict teacher that I always want to have everything under control I sometimes negotiated the way that I was going to assess the progress of the students with them which seemed to improve the learners understanding to be more prepared for the activities dedicated to assess their knowledge. By having a clear conception of the methodology students were able to select the best strategy to study the topics and to have the best possible performance in the assessment as well.

*169- Can I design and use in-class activities to monitor and assess learners' participation and performance?*

Yes I can design and use in-class activities to monitor and assess learners' participation and performance from my teaching experience what I

usually do is to take notes during classes to analyze and monitor learner's participation and performance thus I can reflective on what aspects of my teaching process I am failing or what I am doing good in terms of assess and teaching itself One of the best ways to assess students is in class with activities that allow you to monitor their process and how they are developing these using the knowledge that is facilitated in class. In this part, the role of the monitor and supervisor is really important and should be played in the best possible form, having in mind the validity of the process, and having clear aims and objectives that you as teacher established for that lesson or another specific period of teaching time.

- **Evaluation**

*170- Can I identify strengths and areas for improvement in a learner's performance?*

Yes, I can identify strengths and areas for improvement in a learner's performance so the way I deal with this issue is by monitoring constantly learner's performance on each particular skill, in my opinion the communication between the facilitator and the learners is really important to identify and intervene on the factors that are more demanding for the students to learn. In my experience, I have realized that students are very honest when they have to point out a problem in their learning, or something that they do not understand very well. This communication also gives the students the confidence to ask, and interact with the teacher without any kind of limitation

*171- Can I assess a learner's ability to work independently and collaboratively?*

Yes, I can assess a learner's ability to work independently and collaboratively since I have identified that most of learners do not enjoying working collaboratively but in general terms I can do this I think that the most important aspects is to define how learners are more productive and adapt it in terms of assesses it is important to assess the performance of the students in individual and group ways. Sometimes, I used the same test to assess the students twice; the first was developed in groups and in this part I observed and determine how the collaborative work of the students was. Then in the next class, I used the same test but in individual way to see if the knowledge was acquired by all the students, or just for a few ones that took the leadership

during the group test and setting limitations for the others to participate in the elaboration of it

*172- Can I use the process and results of assessment to inform my teaching and plan learning for individuals and groups (i.e. formative assessment)?*

Yes, I can use the process and results of assessment to inform my teaching and plan learning for individuals and groups (i.e. formative assessment what I generally do is to use element from formative assessment such as quizzes to show learner's performance at the institute then I use that information to plan future classes considering individual or group The assessment process is a point of reference to design and plan the upcoming lessons and strategies to teach the learners individually and in groups. In my case, the time that I had for teaching was constrain that did not allow me to use assessment as a reference tool because I was focused on addressing all the topics that were established within the curriculum.

*173- Can I present my assessment of a learner's performance and progress in the form of a descriptive evaluation, which is transparent and comprehensible to the learner, parents and others?*

Yes, I can present my assessment of a learner's performance and progress in the form of a descriptive evaluation, which is transparent and comprehensible to the learner, parents and others I experienced that situation two years ago when I worked at Malaga high school therefore at the end of academic periods I had to prepare a presentation showing learner's performance to parents and other people including mentor teachers; last year I presented a written report which contained a descriptive evaluation; it was at the institute It is important to communicate the process of the learners to the parents, and to some close colleagues to identify successful aspects and failures in the process in order to design better strategies and methods to teach the topics. I have not had the necessity to present my assessment to anyone up to this point, so I am not sure how efficient I would be to elaborate a coherent document with evidence and results of the assessment to be presented to parents and colleagues.

*174- Can I use appropriate assessment procedures to chart and monitor a learner's progress (reports, checklists, grades etc.)?*

Yes. I can; talking about appropriate assessment procedures what I usually do at the institute and at school too, is to keep detailed reports with learner's grades in them in order to monitor learner's progress I used checklist to chart and monitor the process of the learners in the assessment process. It is important to have a record of the grades and progress to be able to identify individual progress and implement the best strategy to improve the learning process and achieve the established goals of the lesson.

*175- Can I use assessment scales from the Common European Framework of Reference.?*

No, I can't sincerely I am not very familiarized with these scales from the Common European Framework of Reference so I need to improve my teaching knowledge in those scales since I do not know much about this topic The common European framework of reference is a fundamental tool to use when teaching and learning a new language, and the standards that established on this document allow teachers to design and plan the lessons in a better way. Yet, I have not been in contact with the part of assessment having as a reference the levels of the CEFR and I do not know how it is designed and how to use it. The assessment part of this document is something very important for me to check and apply.

*176- Can I use a valid institutional/national/international grading system in my assessment of a learner's performance?.*

Yes, I can use a valid institutional/national/international grading system in my assessment of a learner's performance in fact institution where I have worked always give to me a grading system to follow so I always use this system; so most of the time I use number grading system from 1-5 When I assessed the students, I use the grading that is established in the country right now, a scale from 0 to 5. This system is easy and allows the teacher to give a quantitative grade for the learners to identify the problems that they have, and the passing percentages of the grade that they need in specific cases.

*177- Can I assign grades for tests and examinations using procedures which are reliable and transparent?*

Yes, I can assign grades for tests and examinations using procedures which are reliable and transparent based on the fact that I am a very professional

teacher therefore I always trust in procedures and grades I gave because I do not use complicated or complex procedures to grade examinations To assign a grade to the learners we have to be careful because an unfair assignment of a grade can change the attitude of the students toward the teacher and the class itself. We as teachers must be fair and transparent when assigning a grade, and be focused on what the students do in class, without any personal feeling (positive or negative) towards the students.

- **Self- and Peer Assessment**

*178- Can I help learners to set personal targets and assess their own performance?*

Yes, I can help learner to set personal targets and assess their own performance what I often do at the institute is take some time to ask learners about their personal targets thus I can adjust my lessons and give personal asses all of this because I have a small group of learners and this allow me flexible to develop flexible methodologies in terms of assessment One of the purposes in learning is to help the students to organize and achieve their personal aims. The role of the teacher is really important in this topic, because the teachers are expected to act as a guide for the learners. With this information, I have to say that I did not help the students too much in this specific factor, because I was more concentrated on my own aims and objectives in class than the possible aims and objectives of the learners.

*179- Can I help learners to engage in peer assessment?*

Yes, I can help learners to engage in peer assessment is because from my own experience as a learner I have been and different classes receiving information or input about what assessment is and it different types on the other hand during my teaching experience at institutes I sometimes bring this concept into my classes based on the fact that sometimes learners like working with people from the same age so they assimilate assessment more effectively from peers rather teacher Peer collaboration is a useful strategy in a learning process, and assessment is a good process to know the knowledge of some students in relation to the others. It is also helpful with the confidence of the students, who feel more comfortable being assessed by a partner than

by the teacher. I did not usually do this type of exercise; however, I will apply this strategy in the future

*180- Can I help learners to use the European language portfolio?*

Yes ,I can help learners to use the European language portfolio thus I would like to do it in fact it would be an interesting experience because using this tools has been very interesting to me it has given to me the opportunity to reflect on many aspects of my own teaching experience therefore I also have considered those aspect that I have some weakness , thus I think that by implementing this new concept in my class would learners to reflect on their learning processes thus it also would be the context to analyze the result of the research

- **Language Performance**

*181- Can I assess a learner's ability to produce a spoken text according to criteria such as content, range, accuracy, fluency, appropriacy of register etc.*

Yes, I can because the language performance is the ultimate factor in the learning of a new language as it is when you as a learner provide evidence of all the knowledge that you have, and how efficient you are to communicate an idea in the target language. Under my opinion, the spoken part of the performance is the most significant factor of the learning, and almost all the learners of a new language want to speak it the best way possible; even if they cannot write very well, the speaking is the most important skill to achieve. Saying all this, I should say that I never assess speaking performance deeply, and I cannot say right now that I am able to have all this criteria to assess this process.

*182- Can I assess a learner's ability to produce a written text according to criteria such as content, range, accuracy, cohesion and coherence etc?.*

No, I can't In my opinion Writing is one of the most challenging issues for me, and I cannot assess writing in the right way, because my abilities in this field are limited. I have tried to improve my academic writing skill throughout the ELT program, but it has been so difficult to me. This is in part due to the problems that I have in writing in my mother tongue which are transferred to writing in other languages.



*183- Can I assess a learner's ability to understand and interpret a spoken text such as listening for gist, specific or detailed information, implication etc.?*

Yes, I can assess the ability of the learners to understand and interpret spoken texts. I used to ask for specific information from texts because it is easier for the learners to be familiarized with single words and expressions that can give part of the meaning of the text; thus, making easier the understanding of this. The questions about specific information help to enhance the listening skills of the students and make them to pay more attention to the listening.

*184- Can I assess a learner's ability to understand and interpret a written text such as reading for gist, specific or detailed information, implication etc.?*

Yes, I can in this part, the process is similar but a little easier than the listening because students have the written reference of the words and the search of the specific information is more efficient for students with a low level of English. The process to develop this activity in my classes was scanning as it maintains a high students' concentration on the text by avoiding distractions

*185- Can I assess a learner's ability to engage in spoken interaction according to criteria such as content, range, accuracy, fluency and conversational strategies?*

Yes, I can; the assessment of spoken interaction of the learners is a highly demanding issue for learners because spoken interaction implies lots of factors that can imply a successful or poor performance of the students. When I was assessing the spoken participation of the students, I paid more attention to the willingness of the students to try to participate and improve their level of fluency and accuracy; rather than the actual performance. I have to say that this methodology might not be objective, but I believe that in the first stages of learning, it is important to increase the confidence and self-esteem of the students.

*186- Can I assess a learner's ability to engage in written interaction according to criteria such as content, range, accuracy and appropriacy of response etc.?*

No, I can't as I said before in this document writing is the most demanding skill for me, but this is not an excuse to do things in the wrong way. You as a teacher have to work hard on improving with your own weaknesses



and taking advantages from them in order to transmit an overcoming sense towards the learners

- **Culture**

*187- Can I assess the learners' knowledge of cultural facts, events etc. of the target language communities?*

Yes, I can assess the learners' knowledge of cultural facts; events etc. of the target language communities think it would be a nice activity to do this in one of my classes however when I have chance I mention to my students that culture is an inherent part to a language and it good to know about cultural aspects of the target language :from my point of view culture is one of the most important and enjoyable factors when you learn a language as a form to identify and compare the culture of the target and mother language. The inclusion of culture allows learners to feel and understand the diversity of behaviors and events in different communities. The assessment of this factor is not something that I usually do as teacher, but I did as a learner. My facilitator assessed my knowledge of a diversity of cultural aspects of the target language which was very productive to me. In my role as teacher, I checked basic knowledge of the students in theses aspects, and this gave me tools to engage and motivate the students with the whole lesson

*188- Can I assess the learners' ability to make comparisons between their own and the culture of target language communities?*

Yes, I can so as was mentioned many times before I hardly ever do this in my classes but I think it would be a nice activity to do this in one of my classes I think I can do it however what I have done is ask to native speakers that work at the institute to interact with my students thus I think they can make comparisons between their own and the culture of target language communities It is very common that my students asked me about events and behaviors of the North American culture in relation to our culture; and the knowledge that the students had about the American culture was surprising. This opened a door for me as teacher to show the learners how good learning a new language is if you see the culture as factor to use it. When you ask for specific information from a document, you have the chance to assess the knowledge of the students when they are able to identify cultural events and behaviors from the texts and give you a basic idea about them.

*189- Can I assess the learner's ability to respond and act appropriately in encounters with the target language culture?*

Yes, I can assess the learner's ability to respond and act appropriately in encounters with the target language culture based on my experience what I often do is to propitiate situation in which my learners can practice when they meet people from other countries; in fact what I have done is ask to native speakers that work at the institute to interact with my students

- **Error analysis**

*190. Can I analyze learners' errors and identify the processes that may cause them?*

Yes, I can analyze learner's errors and identify the processes that cause them, the way I deal with this issue is analyzing carefully all the activities that I receive from my students considering speaking, listening, reading and writing skills and I analyze the mistakes they make then I provide feedback because it is important for a teacher to identify the errors of the students, and more important, to identify the failures in their own teaching methods that may be the cause of the error of the student. In my case, I analyzed the performance of the students and identify the errors, and, then I talked to some colleagues to compare my process to identify the mistakes in my methodology and find possible solutions

*191- Can I provide constructive feedback to learners concerning their errors/interlanguage?*

Yes, I can provide constructive feedback to learners concerning errors interlanguage and it is very common what I usually do when it occurs during classes is to be very patience and be very tolerant to those errors thus it has worked to me because it produces a nice atmosphere between learners and me thus I can provide constructive feedback in most of my classes when learners make interlanguage errors with the interlanguage are normal even for me as teacher. I still use some features from the first language when using the target language; this happens to me not only on speaking, but also in writing.

As I have this kind of problems, I try to be comprehensible with the learners, and be focused on their positive aspects rather than their negative aspects

*192- Can I deal with errors that occur in class in a way which supports learning processes and communication?*

Yes, I can deal with errors that occur in class in a way that supports learning process and communication what I often do is to wait that learners conclude their speech and at the end of it I mentioned some mistakes that they made during speech so in that way I think that I do not interrupt their communication process and they can be aware of their errors It is important to be careful when dealing with errors in class because students are sensitive, and any kind of negative error treatment from the teacher will potentially decrease the confidence of the students, and they might not participate again. In my case, I used to let the students finish their participation avoiding any kind of interruption, and after the participation, I commented to the learner about the errors or mistake that he or she committed, but always in a careful sensitive way.

*193- Can I deal with errors that occur in spoken and written language in ways which support learning processes and do not undermine confidence and communication?*

Yes, I can deal with errors that occur in spoken and written language in ways which support learning processes and do not undermine confidence and communication , the way I deal with this issue is analyzing carefully all the activities that I receive from my students considering specially spoken and written errors, therefore what I do to solve this is select the error first then I show the error depending on what kind of errors is, if is an spoken error I provide the correct pattern of pronunciation talking about written error what I do is to call learner's attention by mentioning phrases like Miguel you make an error let me show you ski instead sky.I would say that the best way to deal and to give feedback to errors is to make emphasis on the positive aspects, on what the learners do correct, to keep their confidence as high as possible. In written and spoken performance, I used to talk to the learners about their errors, but remarking the good things that they did, so they felt that even if they have some problems to solve, the positive things make them understand that the process was in the right direction

## CONCLUSIONS

Reflection is a very important aspect to consider in human life in every single moment of it, even more in terms of teaching and education thus teachers must consider reflection as a fundamental part of the teaching and learning process; therefore teachers must reflect on their classes day by day based on the fact that all groups are different and every learner is a different world thus; after developing the 193 descriptors some conclusions appeared such as: in terms of professional growth; because it was detected that some teaching aspects must be developed in order to provide learners with the best language education as possible in order to have better results on their learning process, therefore is necessary to continue working on aspects like the use of technology strategies or tools in class like designing web pages or software, platforms that are all related to information and communication technology. Other aspect that came out by solving the statement part and the 193 descriptors it is necessary to pay more attention to the cultural component since teaching a language is intrinsically related to the culture of the target language because this aspect is not being considering at the moment of teaching.

Another academic concept in terms of professional growth emerged from solving this document is the need of paying more attention to writing skill and being more specific punctuation and academic writing.

Talking about How this exercise affected me in terms of professional growth I would say that this activity affected me in terms of personal growth because I could analyze some issues that I have faced during my 5 years of experience so I could reflect on aspects such as being as teacher is more than teach a language, teach grammar, present movies or songs or giving activities; being a teacher is more than that so sometimes you need go beyond since students go to the classroom carrying their own problems like poverty, violence, lack of affection etc. thus teachers become in friends, parents, doctors, psychologist and some of other jobs that are not part of being a teacher, so now can I say that by doing this activity I was able of reflecting on those issues before mentioned since I consider that is impossible to learn foreign language without any resources or when students are hungry in this point I have to mention that in some of the school I have worked I could see that Colombia government is

getting improve those aspects of resources so it provides some school with supplies as food and some other aspect to provide an adequate education context because is impossible to learn a language without covering basic needs .

To conclude this part the outcomes show that in terms of professional growth there are some aspects of teaching that b need to be more developed by the candidate mainly writing, punctuation academic writing the use of technology.

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